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ABSTRACT

The second phase of field testing for an Introductory Psychology course offered in the regional open learning program of the University of Mid-America is reported. Learner characteristics and learner evaluations of the instructional units are compared with findings from the first course offering. Throughout the paper, learner comments are inserted to help explain and enrich the quantitative data summaries. The paper ends with a set of suggestions from learners for improvement of Introductory Psychology as it was offered through the State University of Nebraska (SUN). Findings include the following: (1) Learners may represent kinds of people not adequately served through traditional postsecondary institutions; (2) the sampling procedure for unit evaluation during the second delivery did not produce as high a return rate as the first delivery; (3) the study guide appears to have enough detailed instructions to guide learners adequately through the course; (4) the television programs were criticized generally for their lack of overlap with the text material; (5) the newspaper component was not highly endorsed or highly criticized by enrolled learners; (6) trial tests received outstanding support for their value in preparing learners for graded exams; and (7) the Course-at-a-Glance gave enrolled learners a ready reference for telecast dates, exam sequence, and text reading assignments. Learner responses and data summaries are appended. (LBH)

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ED159964

INTRODUCTORY PSYCHOLOGY
(Second Offering)

Course Evaluation Report

Office of
Research and Planning

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HE010413

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April, 1976

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PREFACE

The field testing plan for Introductory Psychology was in two phases. The first phase was aimed at collecting data at a broad level and identifying general deficiencies in the first delivery of the course. Results from the first delivery of Introductory Psychology have been reported in a previous course report (Sell, August 1975). Both deliveries of the course were through the State University of Nebraska (SUN), the Nebraska delivery system associated with the regional open learning program called the University of Mid-America (UMA). The course evaluation report for the first delivery of Introductory Psychology includes descriptions of the course, SUN and UMA. The reader should refer to that report for background information and findings which will be extended in this report.

The purpose of this report is to present the results from the second delivery of Introductory Psychology (which began on March 4, 1975 and had a nominal ending date of September 1, 1975), and to integrate these findings with first delivery data. The initial section of the report is a summary of findings from both deliveries and a list of recommendations drawn from these findings. For some readers, the Findings and Recommendations section may be adequate for their information needs. Other readers may desire more detailed and supporting information, including data summaries and learner commentary on the course. The main text of the report is directed to the latter audience. The detailed sections begin with a comparison of the learner characteristics for both course deliveries and learner evaluations of the instructional units. Course completion data are presented for both deliveries, as well as end-of-course evaluation data. Throughout the paper, learner comments are inserted to help explain and enrich the quantitive data summaries. The paper ends with a set of suggestions from learners for improvement of Introductory Psychology as it was offered through SUN.

COURSE EVALUATION REPORT
INTRODUCTORY PSYCHOLOGY--SECOND OFFERING

1.0 Findings and Recommendations

The purpose of this section is to summarize the main findings from the first two deliveries of Introductory Psychology by the State University of Nebraska (SUN). Based on these findings, a set of recommendations is presented for further course development as well as for future deliveries of the course. The detailed supporting data for these findings and recommendations are contained in sections to follow.

1.1 Findings

- Learners who enrolled in the first and second deliveries of Introductory Psychology through SUN may represent kinds of people not adequately served through traditional postsecondary institutions. It is difficult to describe the typical learner enrolled with SUN because of the heterogeneity of the population. However, the median age (39 years first delivery and 34 years second delivery), lack of recent formal educational experience, and serious doubts about academic and learning abilities may distinguish the course enrollee from the typical on-campus learner. We do not know at the present time the number, characteristics or benefits of learners who did not enroll in the course yet watched the television programs or read the newspaper articles. We are led to believe that area of residence in the state does not seem to inhibit enrollment in the course.

- The sampling procedure for unit evaluation forms during the second delivery did not produce as high a return rate as the first delivery. The return rates suggest that sampling learner opinions about some, but not all, units may be the better procedure to use in terms of increased return rate. The effect on return rate of anonymous vs. signed forms was not determined. It also is not

known to what extent those who returned unit evaluation forms differed from the total enrolled population, but it is suspected that those who enrolled for credit are more likely to return unit evaluation forms than noncredit enrollees.

- The study guide, with corrections for existing errors, appears to have enough detailed instructions to adequately guide learners through the units in the course. As evidenced through learner comments, the study guide was helpful (a) to direct learner efforts during a unit of study, (b) to identify and outline key concepts, (c) to preview and review lessons, and (d) to highlight items for the graded examination. Learners chose which order of instructional components to use in a unit of study. The lack of this information in the study guide, therefore, appears to be not serious.

- The television programs were generally criticized for their lack of overlap with the text material. Repeatedly, some learners asked for television programs with more substance and direct ties to the text material. Most learners, however, found the programs to be both informative and pleasurable. The external pacing function of the broadcast schedule was an important element for some learner's progress in the course.

- The newspaper component was not highly endorsed or highly criticized by enrolled learners. Based on ratings of helpfulness, many learners apparently found the newspaper component worthwhile in the context of the course.

- Trial tests received outstanding support for their value in preparing learners for the graded exams. Although a few learners thought the trial test items were easier than or not representative of the graded exam items, most learners found their format and content helpful in exam preparation.

- The Course-at-a-Glance gave enrolled learners a ready reference for telecast dates, exam sequence, and text reading assignments. Most learners used the Course-at-a-Glance at least once during a unit of study.

● A vocal segment of the learners desired more information about the recommended readings, pronunciation of key terms, and explanation of key concepts by the course faculty.

● Learner evaluations of each of the 15 units did not reveal major deficiencies (total breakdowns) of any one unit. However, the block of Units 7-9 was a problem for many learners in the complexity of content covered for the test.

● Course completion rates were found to vary considerably, depending on which definition of "credit enrollees" was used. Where all original credit enrollees are defined as the population, after the initial eight-week period, the completion rates by the nominal ending date of the course were just under 50%. When the timelines were extended an additional five months, the course completion rate for the first delivery increased to 64%. If, however, the learners who changed from credit to noncredit after the initial eight-week period are removed from the credit enrollments, then the completion rate by the nominal ending date of the course is almost 60%. Using this second definition of credit enrollee, the completion rate for the first delivery would be 90% after 11 months of the course. It is not known when, or if, noncredit enrollees "complete" the course because they did not take the graded exams, and no other tracking system was used by SUN.

● The 70% return rate for the end-of-course evaluation form is sufficiently high to have considerable confidence that the remarks are representative of those who completed the course by the nominal ending date. It appears warranted to conclude that the overwhelming majority of learners who took the course for credit and completed it found the course to be highly satisfactory. On the end-of-course evaluations, the course was rated overall as "excellent" or "good" by 98% of the respondents. An "excellent" course rating was found to be highly and positively

correlated with learner rating of (a) course interest level, (b) quality of course exams, (c) likelihood to enroll in another SUN course, (d) increase in confidence level as a result of the course, and (e) extent of accomplishing personal goals. The above variables, (a-e) which are significantly correlated with overall course rating, help to define what is meant by "overall rating."

- The course fulfilled to some extent the personal goals of 92% of the respondents. In addition, 72% of the learners reported an increase in confidence in their own ability as a result of taking the course.

1.2 Recommendations

Two sets of recommendations can be extracted from the findings of the study. One set of recommendations applies to those who might further develop and adapt Introductory Psychology; the other set pertains to the delivery of the course.

1.21 Course Development. For course development, the following recommendations are offered:

- Designing closer ties between the content of the text, television and newspaper. Perhaps this could be accomplished through an addition to the study guide, or an addition to the television programs, or both.
- Correcting errors in the study guide.
- Deciding upon the importance and place of the recommended readings, and if these readings can be made available through means in addition to learning centers.
- Breaking up the content in Units 7-9 to make it more manageable for student use.
- Developing an additional, voluntary module on study skills, when to ask for help, how to ask for help, etc.

1.22 Course Delivery. The implications for the findings also apply to delivery of the course. The following recommendations are offered for course delivery:

●Providing adequate feedback on test performance to learners, in addition to the grade report.

●Linking learning center staff and faculty more closely for contacting and responding to learners. The lack of contact with teachers appears to be a serious obstacle for course completion for some learners.

●Making recommended readings, if included in the course, available to learners at accessible locations and in appropriate forms.

●Scheduling the course such that breaks occur between tests and the next unit of instruction. A one-week break would seem reasonable.

●Developing the counseling skills of delivery system personnel to facilitate the academic and vocational decisions of adult learners.

2.0 Comparison of Learner Profiles for the First and Second Deliveries of Introductory Psychology

Table 1 compares some of the characteristics of learners who enrolled in the first and second deliveries of Introductory Psychology. Roughly, learner characteristics in the first and second deliveries can be grouped into those characteristics which appear to be relatively similar and those characteristics which appear to be relatively different.

About the same proportion of learners in each course offering: originally enrolled for credit (83% and 81%); were distributed across the four learning center areas (and in about the same geographical distribution as the state population); had some children; had some academic degree aspiration (about seven out of ten in each delivery); had not participated in a formal educational experience within the past five years (a majority in each delivery); identified academic and learning problems as their greatest concern in studying with SUN; and, identified "simply, to learn" as their most important goal for studying with SUN.

Learners who enrolled in the second course delivery appear to be younger (median age five years less). Far less homemakers were reported among the second delivery (16%, compared with 41% the first delivery), and a commensurable decline occurred in the percentage of female enrollees (60%, compared with 83% the first delivery). It is assumed the changes in these two characteristics are closely related. Fewer enrollees during the second delivery enrolled at the same time in another SUN course, although those who did enrolled for credit. The proportion of learners who enrolled in the second delivery and identified their occupation as "student" almost doubled from the first delivery; however, the percentage of total "student" enrollments remained small (7%). Fewer married learners enrolled in the second delivery, but the proportion of "marrieds" was still high (almost seven out of ten). Fewer enrollees during the second delivery had been to college, although a greater percentage had a college degree. A shift also occurred in place of residence: a greater proportion of enrolled learners during the second delivery came from larger rather than smaller towns.

These data, by themselves, are not conclusive with respect to the learner population. However, they do indicate possible similarities and shifts which over time will be helpful for identifying the characteristics of learners who enroll in the open learning course Introductory Psychology.

Table 1. A Profile of Learners for First and Second Deliveries of Introductory Psychology.

	First Delivery (N=267)	Second Delivery (N=96)
Original credit enrollees	83%	81%
Median age	39 yrs.	34 yrs.
Homemakers	41%	16%
Sex	83% female	60% female
Learning center area		
Scottsbluff	9%	9%
Kearney	26%	29%
Lincoln	31%	29%
Omaha	34%	33%
Enrolled in other courses	21% enrolled for credit in Accounting I	4% enrolled for credit in the Consumer Experience, 3% enrolled for credit in Making It Count, 7% enrolled for credit in Accounting I.
Identified occupation as student	4%	7%
Marital Status		
Married	79%	69%
Single	15%	19%
Widowed/divorced/ separated	6%	12%
Family Status		
Mostly grown children	46%	47%
Mostly young children	37%	39%
No children	17%	14%
Education level attained		
11th grade or less	7%	4%
High School	48%	55%

Table 1. (Continued)

	First Delivery (N=267)	Second Delivery (N=96)
Trade/business school	15%	16%
1-3 years college	26%	16%
College degree	4%	9%
Degree Aspirations		
A.A. or equivalent	14%	19%
B.A. or equivalent	31%	36%
Some other degree	22%	16%
No degree aspirations	33%	29%
Place of residence		
Farm or ranch	25%	19%
Town under 2,000	17%	4%
Town 2,000-10,000	15%	12%
Town 10,000-50,000	9%	16%
Cities 50,000 or more	34%	39%
Years since last participated in formal education experience	60% had not participated with past five years	52% had not participated within past five years
Greatest concern in studying with SUN	Academic and learning problems	Academic and learning problems
Most important goal for studying with SUN	Simply, to learn	Simply, to learn

3.0 Learner Evaluations of Instructional Units in the Course

Whereas learners who enrolled in the first course delivery received six of fifteen unit evaluation forms to complete voluntarily, each of the first seventy-five learners who enrolled during the second course delivery received all fifteen unit evaluation forms within the instructional kit. The sampling procedure was changed from the first to the second delivery for three reasons: (1) a fewer number of learners enrolled for the second delivery; (2) changes in the unit evaluation form required getting data throughout the course from as complete a set of enrolled learners as possible; and, (3) given a return rate of less than 30% for the first delivery, the population of 75 was selected as the minimal base group.

Over the 15 units, 152 (14%) of the unit evaluation forms were returned and usable. (At least 20 additional forms were returned but were not usable because the unit number was missing.) Again, the rate of unit evaluation form return decreased over the 15 units, from 35% for Unit 1 to 12% for Unit 8 to 5% for Unit 15. All returns were voluntary; however, learners identified themselves by name on the form.

Appendix A is a summary of all usable unit evaluation form data obtained during the second delivery of Introductory Psychology. Each of the items will be discussed in the order in which they appear on the unit evaluation form. Data from the first delivery of the course also will be used to elaborate the findings.

3.1 Study Guide Directions

Nine out of ten learners thought the directions in the study guide were "just right in detail," while a few (8%) felt the directions were "too general." For example, one learner commented on the study guide for Unit 1 (Introduction):

> I wish there would have been more questions and answers. I am not sure I know the chapter well enough.

Also with regard to the Unit 1 study guide, another learner said this:

> Considering the newspaper summary as a supplement, it is quite alright.

Generally, learners found the level of detail in the study guide appropriate to their unit studies. Learners during the first delivery rated the study guide a "very helpful" learning resource.

3.2 Order of Instructional Components Use

The order of instructional components used by learners in the course varied both within and between units. Over all 15 units, 47% read the text first while 26% read the newspaper first and 21% watched the television program first. The newspaper was the component most frequently used in second order, and the television was watched most frequently after the text and newspaper readings.

About one-third of the learners read the text assignment first, then read the newspaper component, and then watched the television program. The remaining portion of learners used some variation of these three components, or added components of their own. For example, one learner commented on using an outside text during Unit 2 (The Biological Organism):

> Also was reading lessons in Elementary Physiology by Huxley (1905) to help me see the difference of how terms in text are used between the two books.

Some learners did not use an instructional component during the unit of study because of its unavailability:

> I lost my paper before I got to read the article on psychology (Unit 9).
>
> TV not operating from station (Unit 4).
>
> I missed the newspaper lesson (Unit 4).
>
> Not able to watch TV program (Unit 13).

These comments by one learner give some insight into how the components were used:

> I read the material from the text and use the newspaper and television as a review. I really enjoy the newspaper article. It makes a good over all picture of the text (Unit 10).

During the first delivery of the course, learners rated the helpfulness of the learning resources used during a unit of study. Consistently, the text was rated as more helpful than the newspaper or television resources. However, some learners expressed a need for better understanding the text.

> I realize that psychology is a complicated subject. I also realize that it has been quite some time since I was in an advanced learning situation. I want very much to learn more, and I find this subject fascinating. But, I will have to admit that I am learning more from the newspaper article and TV presentation than I am from the text. This is because the text is written so technically that it is making my comprehension very difficult. Perhaps I am one of those people who need a professor to make the points with illustrations. I really hate to admit to being stupid (Unit 1).

> One comment on the text. I feel the glossary should include pronunciation guide to technical words. If you are to have a knowledgeable vocabulary, you must pronounce the words right (Unit 1).

> Feel there is too great level between television program, newspaper and text and study guide material. Please bring the TV program up to level of the text. The television program seems like Sesame Street, the text and the tests are college level. I would like to have instructor explain the impor[illegible] things in the text. I feel a more of a lecture wou[illegible]ore helpful. The pictures and examples are too gen[illegible]al. Need more help with understanding the text (Unit 3).

Apparently, the newspaper and television segments helped some learners understand the text better. For example:

> The TV and newspaper are good because they relate the lesson to situations which are current in our lives today (Unit 12).

> I understand the lesson better after the newspaper lesson, perhaps I should have read it first. But I'm afraid I'll fall behind if I wait for it first (Unit 1).

Integrating the various learning resources into a unit of study was challenging and interesting, as reported by these two learners:

> A more challenging way to study after you become more familiar with the general subject (Unit 7).
>
> All were exceptionally interesting, especially the TV segment on "aging" (Unit 11).

Some learners, however, found it difficult to use all of the learning resources. For example:

> Am finding difficulty finding time for the extra and recommended readings. Want very much to read them but full time job cuts my times rather short (Unit 2).
>
> I wish that I had more time to do suggested readings. I yearn for a discussion group at the center (Unit 10).
>
> I really need to take advantage of the Learning Center but it's the distance (an hour's drive) and time I can't afford! (Unit 3).
>
> So far I had no time or opportunity to visit the learning center--somehow it seems time runs out too quickly when I begin to study. I am so very interested in this course and hope to keep up at least the reading materials (Unit 2).

These latter comments raise the issue of who learners have contact with during a unit of study.

3.3 Interpersonal Interaction

Ten percent of the learners who completed unit evaluation forms for the second delivery reported contact with other learners during a unit of study. This contact occurred at a home residence, library, or other place in the community. Contact with course faculty was reported by 12% of the learners, with most contact occurring over the telephone. Twenty-one percent of the learners reported contact with learning center staff, about an equal number having contact over the telephone and at the learning center. Only 1% of the respondents reported contact with the SUN administration. Although data

were not collected during the first delivery on learner contact with other learners or the SUN administration, data were collected to estimate the use of the learning centers and the toll-free telephone line. About 17% of the learners who completed unit evaluation forms during the first delivery reportedly had contact with learning center staff, and a similar portion reportedly used the toll-free telephone line.

Some learners (estimated at 30% of enrollees) found that travel distance made it difficult to get to a learning center. For example:

> I have not been to the learning center yet as it is at least 100 miles from my home. I also have not as yet used the toll-free telephone line but plan to do so in the near future (Unit 1).

> Out of town and not able to use Learning Center easily. Otherwise feel it would be very helpful (Unit 1).

Other learners planned to get to a learning center sometime during the course. For example:

> I was unable to see the TV. I plan to go to the Learning Center to view the tapes (Unit 4).

Most of those who used the learning centers and toll-free telephone line found them helpful, three examples of which follow:

> I'm afraid I have neglected listing the helpful telephone contact with faculty and learning center staff on last two reports (Unit 6).

> Did not use the toll-free telephone line with this unit. However, I did call once after having sent in my "reactions" after Unit 8. The help I received was excellent! (Unit 10).

> Have had excellent service from all people at learning center and on the SUN toll-free line (Unit 13).

Also, learners had contact with other than course faculty and learning center staff. One learner made these comments:

> Although I haven't called the learning center, I have visited and discussed the first three units with a psychologist at my place of work. Several of us have viewed the TV series together and had a discussion afterward (Unit 13).

It appears, however, that self-directed study at home was most characteristic of course enrollees. As one learner stated:

> I study entirely at home (Unit 3).

Given some of these "teaching-at-a-distance" problems, the quality of the instructional materials is one critical area for continued evaluation. The next six items deal with materials which are a part of the Introductory Psychology course.

3.4 Text Illustrations

Four out of five learners who completed the unit evaluation forms for the second delivery thought the illustrations in the text "helped clarify the reading material." Sixteen percent of the learners felt the text illustrations "didn't add anything to the reading material," and four percent decided that the illustrations "confused the reading material."

Perhaps this comment by one learner represents the opinion of most learners enrolled in the course:

> Many times I think I would not have understood some thing without the pictures (Unit 1).

The illustrations in the text did not deliver for some learners. For example:

> Page 4 reference to picture with background it looked orange to me. I was confused and keep looking for white background (Unit 1).
>
> They show--rather than tell--of experiments (Unit 3).
>
> Confused at times--this is when I telephoned the instructor (Unit 4).

Also, two learners made comments about specific improvements needed for textual illustrations:

> Graphs were unclear. I wish they had been more explicit in HOW the graphs showed what they did (Unit 10).
>
> Robber Cave needed better illustration (Unit 12).

3.5 Course-at-a-Glance

The "Course-at-a-Glance" was a one-page insert within the instructional kit which identified the 15 units of instruction, the telecast dates, and the reading assignments in the text. The "Course-at-a-Glance" was used at least once during an instructional unit by an average of 82% of the learners. Thirty-two percent reported they used it more than twice during a unit. The purpose which the "Course-at-a-Glance" served was commented on by these two learners:

> I used this often to check my rate (Unit 1).
>
> I keep the Course-at-a-Glance to remind me of the date to watch and keep it in front of textbook (Unit 2).

3.6 Television

Learners rated the television programs on three dimensions related to the course. Learner responses to each of the three dimensions follows.

3.61 Television: Informative and/or Pleasurable? The television component of the course was judged to be "informative and pleasurable" by 80% of the learners who completed unit evaluation forms for the second delivery. The general reception of the television component in the course, therefore, was positive. For example:

> The first TV program was very interesting and the color delightful. It was helpful to see an overview of the course as well as who the people are (Unit 1).
>
> Your TV presentation was terrific. The presentation of what can happen to a person's brain when the corpus callosum is severed was very interesting. To know that the left and right side of the brain function separately was almost unbelievable to me--but on the other hand I have been out of school for twenty-five years and have not dealt with this type of study for quite a period of time (Unit 2).

However, some learners were upset with the apparent lack of substance in the television segments:

> Very disappointed that Unit 1 was left out completely. I would have at least liked to have heard some of the key concepts pronounced (Unit 1).
>
> Didn't cover enough of the text. I wish the programs were longer (Unit 3).
>
> I have received very little help if any from the television programs (Unit 4).
>
> It was a bunch of silliness (Unit 7).
>
> TV just isn't as informative as it could be. It spends so much time on things that we really don't need (Unit 8).
>
> I feel the TV presentations are worthless (Unit 8).
>
> I feel as though I could miss the TV programs and not miss anything important (Unit 9).
>
> TV time could certainly be used to a better advantage than it <u>now</u> is (Unit 10).
>
> I'd rather the TV show be a little bit - "instructor reviewing the lesson." Right now, some of the shows are meaningless and BORING (Unit 13).

Some learners selectively rated some television segments as better than others. For example:

> Re: television presentations. Lesson 1 - fair. Lesson 2 - too much time (last 15 minutes) spent on two examples. Lesson 3 - <u>very good</u>! fast moving program, discussed much of the material covered in the textbook (Unit 3).
>
> I would like especially to recommend the TV lesson for lesson 8. It was my kind of learning--scientifically meaningful and I understood the presentation. In contrast, the TV on the cocktail party and the eye and ear left me neurotic. They moved so fast and everything was so confused and noisy that it left me confused and without meaningful learning (Unit 8).
>
> <u>Liked</u> TV actual and scientific--no mickey mouse motivation (Unit 10).
>
> TV was one of the best so far (Unit 11).

> The first part of the TV program was a waste of time--the last half was very interesting (Unit 4).
>
> I thought the last part of TV segment was of no use and a waste of time. It was sight and sound without any explanation. As I think back it had a good illustration of figure and ground but this is not that hard to perceive that 15 minutes of time should be needed to illustrate (Unit 5).

The television presentations were reportedly "too fast" for a few learners. For example:

> I thought it flashed pretty fast from one sequence to another (Unit 1).
>
> I thought the TV went too fast to follow easily. Not time enough to take any notes (Unit 3).

Two learners commented on the emotional impact of the television segments:

> Not gory, but disturbing in so life-like an illustration (Unit 8).
>
> I couldn't watch it the second time on Saturday because of its content. I became very upset and uneasy (Unit 10).

To round out this discussion, three learners made comments about technical aspects of the television presentations:

> Didn't care for background music. Too much noise (Unit 1).
>
> I think Angie knew she was on TV (Unit 3).
>
> The acid rock music was a <u>great mistake</u> in this unit. It was much too loud and was a great distraction (Unit 5).

<u>3.62 Television: Content Same and/or Different from Text?</u> The television material was perceived to be "partly the same and partly different from the text material" by 72% of the respondents during the second offering. Sixty-seven percent felt that it should be so. However, while 7% of the learners perceived the television material to be "a repeat of the text material," 25% thought the television material should be. For example:

> Didn't cover enough of the text. I wish the programs were longer (Unit 2).
>
> Sure could have used some additional or lecture-type info on Chapter 21 and 22 (Unit 3).

> I think the kinds of memory processes could have been shown better on TV segment than they were. In many cases, different terms were used than in the text. TV should be better correlated to text (Unit 6).
>
> The text needed help (Unit 5).

Perceiving the television material to be different from the text material, one learner commented:

> Following the same theme of all the diverseness of the whole study (Unit 1).

A rationale for tying the TV and text material more closely together was expressed in this comment:

> I feel reinforcement of some of the material is needed, especially since we don't have the benefit of the classroom (Unit 6).

In addition to repeating the text material, the television presentations could serve other purposes. For example:

> I think it would be helpful for the telecast to briefly review the text material and also give highlights of the upcoming shows (Unit 1).
>
> It was too general and did not help much with or so far as an introduction to the philosophy of psychology (Unit 1).
>
> I think the TV material should have been used to clarify Unit I objectives more (Unit 1).

One learner recommended how the television material could both review and extend the text material:

> I feel the program should be at least an hour so both could be covered (Unit 1).

3.63 Television: External Pacer? About six out of ten learners during the second offering reported the television broadcast schedule "helped me to pace my study during this unit." Thirty-seven percent did not use the television broadcast schedule as an external pacer. For example:

> Study goes too fast even without TV (Unit 1).
>
> I study regularly--regardless of the TV schedule (Unit 3).

> I couldn't keep up with the pace of the TV broadcasts (Unit 3).

Those who used the broadcast schedule as a pacer found it difficult to keep up, as evidenced by these comments:

> It sometimes makes it difficult to keep up with pace (Unit 2).

> It is very difficult for me at times to keep up with the pace of studying (Unit 3).

However, a majority of the learners apparently found value in the pacing aspect of the television broadcasts. One learner put it this way:

> At least I take it as helping me (Unit 1).

Only one percent of the learners during the second offering reported that the television broadcast schedule "interferred with progressing at my own rate."

3.7 Information Needed

What information could learners have used in the units, and did not obtain? Consistently across units, the recommended readings were not obtained by learners. For example, one learner did not obtain from the learning center:

> The recommended reading "Psychology as a Science and Art" (Unit 1).

Several learners mentioned the need for correct pronunciation of the key terms. For example:

> Key concepts used in a lecture type TV program or at least have heard the tape recording of them. I work all day and all I got at night was a message to leave name and phone number (Unit 1).

> More complete coverage of the text and having the key concepts used in a lecture or conversation (Unit 2).

> A record or cassette tape with the pronunciation of terms contained in the study guide (Unit 3).

> Telephone pronunciation of terms (Unit 4).

Other learners had specific concepts about which they desired more information. For example:

> Clear explanation of deduction (Unit 1).

> Would have liked to have additional information on the split-brain operation (Unit 2).
>
> A more sharp distinctive information listing concerning the different psychologists (Unit 3).
>
> Explanation of Eysenck theory (Unit 14).

Specific instructions for the use of the various learning resources was requested by this learner:

> What sequence do you advise for the components' use? (Unit 1).

Another learner desired knowing about other learners taking the course:

> I would have liked to made contact with other students in my area taking this course (Unit 1).

An explanation of results from the test were desired by this learner:

> Help in explaining the test (Unit 9).

Two learners expressed lack of information from learning centers and lectures:

> I do wish I could have gotten to one of the learning centers. But the closest one was more than 100 miles away. I think I would have understood the material better (Unit 1).
>
> I miss a lecture of some sort immensely! Wonder why tapes not used for this course (Unit 1).

Somewhat jokingly, this learner stated the following need:

> More TV and memory retention pills (Unit 1).

Ability to answer this item on the unit evaluation form was challenged by two learners:

> This is a bad question as a student cannot determine additional needed info. until he has been tested and has had a chance to use the info. he has learned (Unit 2).
>
> Will know what is needed when I take the actual test (Unit 2).

3.8 Unit Changes

What changes would learners suggest for the instructional units in Introductory Psychology? Learner comments have been organized by instructional unit for the following presentation.

Unit 1: Introduction. The initial unit in the course gave several learners problems with the use of vocabulary. The following comments were directed at suggested improvements to help clarify concepts and terms:

> Clarification of deductive process.
>
> For openers, perhaps simplify the definition of terms.
>
> Clarification of the terms. On page 3 of the text, it says we don't need to learn or memorize the terms and these definitions, but I can't see how that statement could be made and then questions asked about them.
>
> There would be examples of "people" responses in the information where only animal actions are discussed.
>
> It seemed to me there were too many details to try and remember, especially concerning the brain and functions and genes. It would give details, then details about details. It seemed confusing.

Other suggestions for improving Unit 1 were directed at specific learning resources. Two comments dealt with the text for Unit 1:

> Write the text in common everyday conversational language.
>
> To have it written in easier and clearer terms. It would also be helpful to have the "key concepts" listed in the dictionary in back of the textbook.

The television programs served as the referent for these three suggestions:

> Better coverage of text on TV program and tape or record of key concepts.
>
> The TV material would have reviewed the key concepts.
>
> Television is too brief. Need an hour?

One learner commented on the newspaper component for Unit 1:

> Newspaper component should be in Lincoln paper. I can't afford to get the extra papers. I pay $1.00 per week for the Journal.

One learner thought the instructions in Unit 1 of the study guide were too general:

> I would like a more detailed guide of how deep the retention of the text needs to be.

Unit 2: The Biological Organism. Overall, Unit 2 received an excellent rating. Several learners, however, felt that the text material could be reinforced through the television programs. For example:

> Helping the text out on TV.
>
> Need more television time span considering material covered in text.

One specific improvement for the text material in Unit 2 was suggested by this learner:

> I don't especially care for how references are made to uncovered material in chapters we haven't reached yet. It (the textbook) assumes that we already have gone over this material.

The newspaper component was the reference for this learner comment:

> Would it be possible to put the lesson in a different part of the entertainment section of the newspaper. The TV section is used all week and it isn't worth saving after that.

One learner suggested lengthening the newspaper article and television program.

Unit 3: Instinctive Behavior, Learning and Conditioning. As with Unit 2, the third unit also received an excellent overall rating. The main concern reflected in learner comments for improving the unit focused on a clarification of key concepts and terms. For example:

> I had some difficulty understanding the section concerning emitted behavior. At first, I couldn't tell the difference between emitted behavior and a reflex behavior.
>
> I found the use of similar terms between classical and operant conditioning to be confusing.
>
> Not so many different theories all at once.
>
> Many terms used were new to me, consequently I found it hard to "clearly" define the terms and when and how to use the definitions such as holistic versus atomicistic,

> independent and dependent variables, and inductive and deductive. Since I couldn't understand these terms I spent many more hours studying than what I felt I had the time to use for this.

Improvements in the study guide for Unit 3 were mentioned in the following three comments:

> I think the study guide could be more helpful if a place to take notes from TV and a place for definitions of Key Concepts was available. I now use margins and another notebook which I think could easily be incorporated into the Study Guide.

> Study Guide question number 5 too wordy. I had to read it over quite a number of times before answering. Question number 7 unclear. "7. Simultaneous evocation of two fixed action patterns by electrical stimulation:" incompatible answer: c The way it's worded now, b is also correct. Example: text page 25 - "Neural Stimulation of Fixed Action Patterns" paragraph 2 "sometimes produces displacement." paragraph 3 "both action patterns occurred at once...stimulation. led the hen to sit and look to the left at the same time." Glad to help ya!

> After having spent hours (and hours) reading and marking and inwardly digesting the material presented in the Unit on the Biological Organism, I found this unit, though somewhat difficult, was 'smooth sailing' by comparison. The television presentations are very helpful and are even more interesting and meaningful the second time they are viewed. I would like to see more examples so that I can better 'relate' and 'label' the key concepts with greater ease. When I am confronted with a behavior, it is often difficult to differentiate between 'holistic' and 'inductive' or between answer B and C of Problem 15 on page 79 in the study guide.

Additional learning resources were suggested in these three comments:

> How about a cassette tape with correct pronunciation of some of the more difficult words.

> I think it would be useful to have the answers to the Learning by Participation so we know if we have done it correctly.

> I believe that a course of this nature should include the instructor--classroom--discussion sessions to help round out the students new knowledge. I found, in contact with a few other psychology students, a difficulty with oral communication on the terminology and/or concepts.

Unit 4: Intellectual Development. Again, Unit 4 was well received among the learners. Three specific suggestions for improving the unit are found in the following learner comments:

> I had trouble understanding tableaux, pp. 91-92. Needs more clarity. The discussion on transformations (pp. 107-108) needs a little more clarity also.
>
> I would like more practice questions. From doing and without classroom experience, I believe questions over the material would be a great help.
>
> There should be more time between taking the test on the first three units and this unit.

One learner expressed a more general need:

> Contact with other students. I feel very alone in this study.

Unit 5: Sensation and Perception. Learner comments on Unit 5 dealt mostly with length and not difficulty of the material. For example,

> Shorten it.
>
> Not to "pack" so much vital material into one week or segment.
>
> Shortening the text assignment.

Some learners desired the television program to be more highly correlated with the text material. For example:

> The television portion for this lesson for the most part was very distracting and did not pertain to help learn the basic concepts of this lesson. It would help if the TV portion would explain some of the concepts of the lessons.

The lack of immediate feedback on test results could have been distracting for some learners. For example:

> How about some reinforcement via test grade feedback?

Unit 6: Information Processing. Of the first six units, Unit 6 received the lowest overall rating during the first offering of the course. It appears from those data that Unit 6 is relatively less interesting and clear in the presentation of context. The importance of what is learned in Unit 6 also appears to be lacking. Specific instances of these findings were not identified through comments by learners. The text, television segment, newspaper article and study guide all received moderately high ratings of helpfulness.

Unit 7: Emotions. The overall rating for Unit 7 was lowest of the 15 units during the first offering of the course. This relatively low overall rating can be related to the lack of interest and substance in the content presentations. For example:

> I feel that the material was presented in a boring way.
>
> More substance.

The television segment was criticized by some. For example:

> I didn't think that we had to observe the TV studio participants dressed and acting like tiny tots. I'm sure most of us are well aware of how children act. What we want to know is why they do?
>
> Some of the TV time could be put to better use.

Learners who completed the unit evaluation forms for the first offering tended to report learning "some" rather than "a great deal" from Unit 7.

Unit 8: Elementary and Human Motivation. As with Unit 7, learners who completed unit evaluation forms during the first offering tended to rate Unit 8 as relatively lower in interest, clarity, and importance of learning. The learning resources for the unit also were rated as less helpful than other units. For example:

> The book has a way of saying things that make it seem more difficult than it is. Also, I don't think they developed the theories enough, nor did they allow for any practical applications of what we learned.

> For me the book is written in a very unreadable manner-since the course is like a home study course, I feel it should have been written in a more understandable way.
>
> I have been very disappointed in the newspaper and television lessons.

The following two comments express a lack of interest in the material presented:

> Very boring material--hard to put into place.
>
> Unless a person plans to become a psychologist (and is interested), this course is too difficult and not interesting.

Three learners expressed a need for more time between units and tests over units:

> Need more free time between units to prepare for test.
>
> Not enough time to study, in between units, for tests.
>
> Possibly a break between a set of lessons, time for tests and the next set of lessons. The Christmas break was definitely needed and appreciated!

To make the unit more interesting, one learner commented:

> Some suggested experiments in human motivation would be interesting.

Unit 9: Personality. The most consistent learner suggestion for improving Unit 9 was to break up the instruction into smaller segments. The amount of material covered appears to be too great for many learners. For example:

> An awful lot of ground covered in this unit. I would like to see the questions in the study guide divided between assignments 1 & 2. The material here appears more difficult than it is because it is not as well organized in study guide. Because there is so much to read and absorb before you test your retention.
>
> To allow maybe two weeks instead of just one, since the materials covered were such vital info.
>
> The unit was really too long and there were too many key concepts to try and learn in such a short time.

> The reading material in these chapters even though interesting demanded so much rote memorizing for me. There were so many "chunks" and so much and varied under each one to remember that in the exam 3 today, I found it very difficult to pinpoint what was being asked and ending up guessing some.

Two learner comments expressed lack of interest in the presentations:

> Too many theories! Interesting at first then confusing then boring! Individual theories are interesting--after finishing I found it difficult to keep them separate and I lost interest. P.S. Freud is a chauvinist.

> Very boring material.

A more clear differentiation between the personality theories was recommended in this comment:

> It would be to put something into the text to help define the thin lines between Freud and the other theories mentioned.

Improvements in the learning resources for Unit 9 were suggested in these comments:

> Help the text out.

> The text is heavy reading. Perhaps it would be more effective if future authors would simplify.

> This entire unit group (7, 8, 9) was by far too much to cover in such a short time. I think the group could have easily been broken into two groups and I would have had a much easier time with it. Too many people, with too many theories much too fast. By the time, I was at the end of Unit 9, I couldn't remember who belonged to which theory.

Unit 10: Social and Moral Development. Overall, Unit 10 received an excellent rating from learners during the first offering. One learner expressed the following thought, perhaps representative of most learners who enrolled in the course:

> I have found this unit and all the rest, except Unit 7 through 9 which I found very hard to understand unless maybe you were in a classroom, very interesting and have learned so many things. I'm so glad I took this course.

The recommended readings continued to be difficult for some learners to obtain:

> Regarding the extra or recommended readings, I do not have access to them, nor, do I think, does anyone who is 100 miles from the learning center.

Sentiments from other units are also expressed in this comment:

> It is so hard to concentrate on id, etc., when there are so many other things being pushed aside that should have been done long back. So many of these topics are "over my head" and are not needed in my daily way of living. I am not working toward a degree.

Unit 11: Stereotypes. Unit 11 received the highest overall rating relative to the other instructional units. Interest level, clarity of presentation, amount learned and importance of learning were all high in the ratings of learners during the first offering. Several learners commented on one correction needed in the study guide. For example:

> Questions #11 and #12 in self-check quiz pertain to materials assigned to Unit 13 and not in Unit 11. Unit 11 assignment according to the study guide is: Chapter 23--Pages 451-460 and Chapter 25--Pages 487-505. Unit 13 assignment according to the study guide is: Chapter 26--Pages 507-525. Questions #11 and 12 in Unit 11 refer to Pages 510-515 and 519-521 respectively.

This comment to possible changes in the unit appears to be representative of most learners:

> Absolutely nothing! Very absorbing unit, excellent presentation!

Unit 12: The Individual and His Groups; and Intergroup Behavior. Overall, learners did not have many problems with Unit 12. One learner was especially enthusiastic for Unit 12:

> This is a super unit in my particular case. The content is applicable to my observations in my elementary teaching situation. I also seemed to understand better this unit and now some of the preceeding ones. Outstanding for my learning was the TV lesson this time. The groupthink dramatization was not cluttered. The points were

> evident. Then the following discussion by Dr. Janis provided me an excellent means of learning. Everything was so clearly given with understandable illustrations. This was all slowly given and accompanied with printed terminology. I could take sensible notes. Thank you for all of the help, but this presentation was especially outstanding. I also haven't mentioned before what a great help I derive from the three practice tests in the guide and then the all over sample exam that you send. These are a good help to me.

One learner questioned the "authenticity" of some textual information:

> Any learning is important, but the value of what is learned is more relevant. I found the excessive accent on race relations a condescending simplistic approach to interrelationships, and very outdated. On pg. 561 an entire American racial attitude is taken from a 1967 report. This is now dated and common knowledge. The very implicit and obvious message of the chapter is "How can we get Blacks and Whites together to cooperate etc. etc.? There is a prejudice against these victims." Which is valuative and not at all scientifically objective. There are many suffering minorities who receive a lot less publicity or psychological strategies for change. The statement on pg. 561 "The frustration and indignation based on this injustice makes the protests of Black Americans understandable." Oh yeah? That's not education, that's preaching. Whatever the editors here find socially reprehensible personally doesn't interest me. That sort of preaching is evident everywhere in this book. It is nonfactual and shouldn't be in a textbook.

The content for Unit 12 appears to be, through learner ratings, clearly presented and of relatively high importance.

Unit 13: Attitude Change and Social Influence. Unit 13 appears to be a relatively sound unit based on learner ratings during the first offering. The clarity of the content presentation and the importance of the content were rated by learners as relatively high. Several learners questioned one of the answers in the study guide:

> Question #7 in self-check quiz gives D as the correct answer but E seems more consistent with both the text and the study guide's explanation.

Another learner mentioned the need for a break between units:

> I think it would be good if we could have a week between the ending of three units to take the test and the beginning of the next three units.

Unit 14: Adjustment and Disorder. Unit 14 received the second lowest overall rating from learners during the first offering of the course. The main deficiencies in the unit appear to be the lack of clarity in presentation and lack of sense of importance in the learning. Readings in the study guide comprised part of the unit assignments. Some learners found the study guide readings to be less helpful than the text. For example:

> I did not like study guide reading. Not as clear as text. Feared of being held accountable for information in reading. Reading for pleasure or knowledge might be better for me. I find reading for testing puts fear in me and changes my study approach.

One particular article in the study guide evoked these learner comments:

> Did not find the objectives for Szasz's article a help. Didn't get much out of the article itself.
>
> "The Myth of Mental Illness" was difficult reading. It seemed to take a lot of words to say what it did.

Although no learners commented on the TV program for Unit 14, it received the second lowest rating of "helpfulness" for the 15 television segments.

Unit 15: Psychotherapy and Behavior Therapy. The final unit appears not to have any major deficiencies. Among the 15 units, its overall rating by learners during the first offering was about in the middle. Interest level, clarity of content presentation, and importance were rated relatively high. No specific comments about the learning resources in the unit were provided by learners.

Appendix B includes the summaries of unit evaluation form data obtained from learners during the first offering of the course. Procedures and forms used in obtaining the first offering data have been described in the previous course report.

4.0 Course Completions

During the first delivery of the course, 267 learners were enrolled in the course following the initial eight-week period. After eight weeks in the course, no financial reimbursements were made for course withdrawals. Of the 267 learners, 220 (83%) were enrolled for credit and 47 were enrolled for noncredit. By May 31, 1975, the nominal ending date for the first delivery of the course, 106 (48%) of the 220 learners who remained enrolled for credit after eight weeks had completed all five course examinations, and an additional 71 (32%) had been in contact with the course faculty to extend their work beyond May 31, 1975. Of the remaining 43 credit enrollees, 38 (17%) changed to noncredit status, two had completed four of five exams, two withdrew from the course after the initial eight-week period, and one could not be located by the course faculty. By the start of the third delivery of Introductory Psychology (Fall 1975), 141 (64%) of the 220 credit enrollees from the first delivery had completed all five course exams. Fourteen (6%) of the credit enrollees were still active in the course, and 63 (29%) had changed to noncredit status.

During the second delivery of the course, 78 (81%) enrolled learners remained enrolled for credit and 18 remained enrolled for noncredit after the first eight-week period. Of the 78 credit enrollees, 35 (45%) had completed all five course examinations by October 16, 1975, while 26 (33%) were still active in the course. The remaining 17 credit enrollees (22%) changed to noncredit status during the second offering. The course completion data for the second delivery are comparable to that of the first offering. About 50% of the original credit enrollees completed all five course examinations within 30 weeks and an additional 30% extended their work in the course.

Course completion rates change as the definition of "credit enrollee" changes. If those learners who changed their status from credit to noncredit after the initial eight-week period are subtracted from the credit enrollees, the course completion rates by the nominal ending date would be 59% for the first delivery and 57%

for the second delivery. Ninety percent of the credit enrollees who remained during the first delivery had completed all five exams within 11 months after starting the course.

5.0 Learner Evaluations of the Entire Course

Learners who enrolled in the first and second deliveries of Introductory Psychology and completed all five course examinations received the same end-of-course evaluation forms. Nineteen of the 25 learners (76%) who completed the second delivery of Introductory Psychology by September 1, 1975 returned end-of-course evaluation forms, while 75 of the 107 learners (70%) who completed the first delivery of Introductory Psychology by May 31, 1975 did so. The purpose of this section is to present the results from both the "general" and the "supplemental" end-of-course evaluation forms which learners completed.

5.1 General End-of-Course Evaluation Form Data

A standard course evaluation form has been developed for completion by learners who enroll in a SUN course for credit and who complete all of the course examinations. Responses to this "general" form for learners who enrolled in the first two deliveries of Introductory Psychology are summarized in Table 2. The discussion which follows is an elaboration of the results obtained.

5.11 Overall Course Rating. Over the two deliveries of the course, 98% of the learners who completed this item (N=94) gave the course an overall rating of "excellent" or "good," with about an equal split between these categories. Factors which contributed to these overall ratings are found in the following items.

5.12 Interest Level of Course. Sixteen of the 19 learners (84%) who completed this item for the second offering felt the course was "very interesting," compared to 51 of the 75 learners (68%) reporting on the first delivery.

Table 2. Learner Responses to "General" End-of-Course Evaluation Form for the First and Second Deliveries of Introductory Psychology*.

Item	Alternative Responses**					
1. Overall, how would you rate this course?	Excellent	Good	Fair	Poor	Unsatisfactory	
First Offering (N=75)	40(53%)	33(44%)	2(03%)	0(00%)	0(00%)	
Second Offering (N=19)	9(47%)	10(53%)	0(00%)	0(00%)	0(00%)	
Both Offerings (N=94)	49(52%)	43(46%)	2(02%)	0(00%)	0(00%)	
2. How interesting was this course to you?	Very Interesting	Fairly Interesting	Neutral	Rather Interesting	Very Uninteresting	
First Offering (N=75)	51(68%)	22(29%)	2(03%)	0(00%)	0(00%)	
Second Offering (N=19)	16(84%)	3(16%)	0(00%)	0(00%)	0(00%)	
Both Offerings (N=94)	67(71%)	25(27%)	2(02%)	0(00%)	0(00%)	
3. This course places the responsibility for learning on the student:	Much Too Heavily	A Little Too Heavily	About The Right Amount	Not Quite Enough	Much Too Lightly	
First Offering (N=74)	1(01%)	31(42%)	41(55%)	1(01%)	0(00%)	
Second Offering (N=19)	0(00%)	7(37%)	12(63%)	0(00%)	0(00%)	
Both Offerings (N=93)	1(01%)	38(41%)	53(57%)	1(01%)	0(00%)	
4. Overall, how difficult was this course for you?	Very Difficult	Fairly Difficult	Neutral	Fairly Easy	Very Easy	
First Offering (N=75)	10(13%)	55(73%)	7(09%)	3(04%)	0(00%)	
Second Offering (N=19)	1(05%)	14(74%)	2(11%)	2(11%)	0(00%)	
Both Offerings (N=94)	11(12%)	69(73%)	9(10%)	5(05%)	0(00%)	
5. Principal items listed by learners as contributing to course difficulty:	Academic and Learning Problems	Lack of Personal Contact with Teachers	Domestic Interruptions and Demands	Work Pressures and Responsibilities	Self-Discipline	Lack of Personal Contact with Students
First Offering (no. listing item)	35	28	26	25	25	16
Second Offering (no. listing item)	19	9	17	23	6	9
Both Offerings (no. listing item)	54	37	43	48	31	25

Table 2. (cont.)

Item	Alternative Responses**				
6. How would you rate the course examinations?					
a. Length:	Much Too Long	Somewhat Too Long	About Right Length	Somewhat Too Short	Much Too Short
First Offering (N=74)	20(00%)	2(03%)	66(89%)	6(08%)	0(00%)
Second Offering (N=18)	0(00%)	1(06%)	16(89%)	1(06%)	0(00%)
Both Offerings (N=92)	0(00%)	3(03%)	82(89%)	7(08%)	0(00%)
b. Fairness:		Fair in Choice of Content		Unfair in Content Choice	
First Offering (N=69)		57(83%)		8(17%)	
Second Offering (N=15)		12(80%)		3(20%)	
Both Offerings (N=84)		69(82%)		11(18%)	
c. Difficulty:	Too Difficult	About Right Difficulty	Too Easy		
First Offering (N=72)	16(22%)	56(78%)	0(00%)		
Second Offering (N=16)	3(19%)	13(81%)	0(00%)		
Both Offerings (N=88)	19(22%)	69(78%)	0(00%)		
d. Number:	Too Many Tests	About Right Number	Too Few Tests		
First Offering (N=70)	0(00%)	68(97%)	2(03%)		
Second Offering (N=16)	0(00%)	13(81%)	3(19%)		
Both Offerings (N=86)	0(00%)	81(94%)	5(06%)		
8. To what extent did you keep up with the TV broadcast schedule of the course?	Kept Up Without Too Much Difficulty	Kept Up... With Some Difficulty	Never More Than a Few Weeks Behind	Fell Progressively Further Behind	
First Offering (N=66)	26(39%)	9(14%)	15(23%)	16(24%)	
Second Offering (N=19)	8(42%)	3(16%)	5(26%)	3(16%)	
Both Offerings (N=85)	34(40%)	12(14%)	20(24%)	19(22%)	

Table 2. (cont.)

Item	Alternative Responses**	
9. Did you at any time during the course feel a pressing need for course-related assistance from SUN?	Yes	No
First Offering (N=73)	36(49%)	37(51%)
Second Offering (N=17)	4(24%)	13(76%)
Both Offerings (N=90)	40(44%)	50(56%)
11. Is it likely that you would enroll in another SUN course sometime?	Yes	No
First Offering (N=72)	65(90%)	7(10%)
Second Offering (N=19)	18(95%)	1(05%)
Both Offerings (N=91)	83(91%)	8(09%)

*Two items (#7 and #10) produced ambiguous or difficult to interpret information and will not be reported here.

**Rounded to nearest whole percent.

For both deliveries, about seven out of ten learners reported the course as "very interesting," while one out of four learners felt the course was "fairly interesting." The correlation (Kendall's tau, nonparametric) between overall course rating and interest level was found to be .45 for the first course delivery. Learners who rated the course as excellent tended to rate the course as very interesting. A significant (p=.001) and positive relationship was found between the interest level of the course and the likelihood to re-enroll with SUN (.27), confidence developed from the course (.30), personal goals significantly furthered (.24), the pleasurableness of the television programs (.31), and use of the television broadcast schedule as an external pacer (.23). Interest level of the course also was found to be significantly associated with characteristics of the course examinations: higher levels of interest tended to be found among respondents who reported the course examinations as "about right" in level of difficulty and number, rather than "too difficult" or "too few" in number.

5.13 Learner Responsibility. About four out of ten learners who completed this item (N=93) felt that the course placed the responsibility for learning "a little too heavily" on the learner, while the majority (57%) reported the responsibility for learning placed on the learner was "about the right amount." These data were very similar for the two offerings. One learner who felt the course placed the responsibility "a little too heavily" on the learner had this to say:

> But I don't know how you can change that unless you make more trips outstate. Even that didn't help me as I was unable to be there when you came. You do give us the opportunity to call in and that helps.

Learners who felt the course placed too much responsibility for learning on the learner tended to rate the course as "very difficult," the course

examinations as "unfair in content choice" and "too difficult," the trial tests as "not helpful" in preparing for the graded examinations, and personal goals not being significantly furthered through the course.

5.14 Course Difficulty. How difficult was Introductory Psychology for those who enrolled in the first two deliveries throught SUN? About seven out of ten learners who completed this item felt the course was "fairly difficult," while only 5% felt the course was "fairly easy." Ten percent felt the course was somewhere between difficult and easy, and 12% found the course "very difficult." None of the respondents considered the course "very easy." The difficulty of the course, according to one student's comment, was "mostly due to my lack of background preparations." Those who reported the course as more difficult tended to consider the course examination "unfair in content choice" and "too difficult;" they were likely to feel a pressing need for course-related assistance from SUN but less likely to attempt to get help. Reports of course difficulty, however, were significantly and positively related to reports of likelihood to enroll in another SUN course. Apparently, course difficulty is not a serious impediment to continued enrollment in the SUN program.

5.15 Obstacles to Full Participation in the Course. Most learners found it difficult to participate fully in the course. The most frequently mentioned obstacle to full participation was "academic and learning problems." Four learners expressed themselves this way:

> Memory--without mixing the issues. The material seemed heavy for an introductory course.
>
> Starting to study again after too many years.
>
> I really didn't get a lot out of TV--missed several programs and last two lessons studied on my own from textbook and study guide.

> Hard to find value in so much memorizing of body parts in first sessions.

"Work pressures and responsibilities" was the second category of obstacles most frequently mentioned by learners. For example:

> Time requirements and responsibilities of work interfered with study segments. Five, eight, and ten seemed to be covered in too short a time. Three periods when I had to travel interfered with study.

Three high school students taking the course had this to report about their other responsibilities:

> Most of the time I had other (high school) courses to study for--I had to work around the other homework.
>
> School studies and activities.
>
> I was attending high school, it was hard to keep up both.

The third most frequently mentioned obstacle to full participation in the course was "domestic interruptions and demands." For example, one learner reported that home responsibilities

> Caused me to get behind which threw me "on my own." First experience in other than classroom.

"Lack of personal contact with teachers" was a problem for a substantial number of the learners. Three learners expressed these thoughts:

> At times I wished to ask questions but was hesitant to call in so floundered without help. Didn't know what to ask about exactly.
>
> Being so far away made it impossible for me to visit the Kearney Learning Center (the closest to me--90 miles).
>
> Lack of classroom interaction and classroom discussion.

Other learners reported "self-discipline" as a major obstacle. One learner reported succinctly:

> I put things off until the last minute.

"Lack of personal contact with other students" also was cited as an obstacle

of importance. For example:

> Not knowing other students and what I was up against.

One learner reported several obstacles which made full participation in the course difficult:

> Lack of personal contact with teachers, and not being able to discuss certain subjects. Concentration is not anymore what it used to be. Examination procedures, it was not always that I answered the questions wrong, it is just that I answered them not quite close enough to right.

Finally, learners encountered obstacles in addition to those already mentioned. For example:

> Obtaining newspaper articles and other optional resources. However, I anticipated this. In fact, because of work pressures and responsibilities and domestic interruptions and demands, I would be unable to take the course any other way.
>
> The break at Christmas in the middle of the course.

About half of the learners who initially enrolled for credit completed the course requirements by the nominal course ending date. It appears that the obstacles reported here, and perhaps others unreported, were severe in their impact on course completion.

5.16 Course Examinations. The five course examinations, each containing between 48 and 51 multiple-choice items over three units of instruction, were rated by learners who completed the course. The examinations were rated on the basis of length, fairness, difficulty and number. Almost nine out of ten respondents thought the course examinations were "about right length," and about eight out of ten learners reported the exams to be "fair in choice of content." Some learner comments were directed at the fairness of the examinations.

A little too picky at times.

Some sections I felt dealt with specific people's theory too much.

About 80% of the learners thought the course examinations were "about right difficulty" with the remainder reporting the exams "too difficult." Three learners questioned the similarity of alternative answers to the multiple choice items.

Too much similarity in choice.

Seemed to me there were, too many times, two answers acceptable.

I did question a few of the choices.

More than nine out of ten students were pleased with the number of examinations, five in all. Six percent of the respondents for the first two course offerings thought there were "too few tests." Perhaps representative of the dissenting view, one learner commented:

> I think there should have been more tests as each test covered too much material. It would have been easier to handle a test after two units rather than after three units. ("Easier" isn't a good word to use!--but three units <u>did</u> include an enormous amount of information!)

Given the reservations which have been noted above, the overall rating of the course examinations by learners could be put simply, as one learner did:

Tests were good.

Four variables were found to be significantly correlated with course examination ratings. Learners who rated course examinations as "fair in choice of content" were likely to rate them of "about right difficulty," and were likely to report that the trial tests helped them to prepare for the graded examinations. Learners who rated the course examinations as "too difficult" were likely to rate the television programs as "not pleasurable." The likelihood of enrolling in another SUN course was found to be greatest among those who found the course examinations about right in number.

5.17 TV Broadcast Schedule. About half of the respondents who completed the course by the nominal ending date kept up with the television broadcast schedule of the course. About one-third of these learners, however, did so "with some difficulty." The other half of the learners who completed the course requirements "did not keep up" or "were not able to keep up" with the television broadcast schedule. Some of the obstacles which learners confronted in the course have been previously discussed. About one-quarter of the learners who completed the course "were never more than a few weeks behind" the broadcast schedule, while the remaining quarter "fell progressively further behind." One learner who completed the final course examination on the nominal ending date had these comments:

> At first I tried to keep up, but all the time I knew I had until May 31st. Consequently, I took my last test May 31st! After each unit test, I felt I deserved a one-week vacation so I took one. As long as I watched every TV program, I didn't think that seeing it was necessary as I read its unit. At times, the course was a hassle keeping up with high school and Psychology at the same time. But I knew from the start what I was getting into . . . I'd take the course over again under the same circumstances.

5.18 Need for Course-Related Assistance. Almost half of the learners who enrolled in the first two course deliveries, and completed the course requirements, felt a pressing need at some time during the course for course-related assistance from SUN. About 75% of the learners who experienced a need for assistance from SUN attempted to get help, and all but one reported receiving the help needed. One learner reported no pressing need:

> However, several times I would have benefited from discussion.

Another learner provided insights for the learner who wanted to but didn't seek help:

> I used the telephone service only to ask if I could have an extension of time after the first of March and received such courteous, friendly and prompt assistance--including a call

from you to the Gothenburg library immediately to inform them about taking the tests here--thanks so much. There were times I did feel a need to talk about the content of the text but it was only a need to have a long talk so didn't want to use the phone--a trip to Kearney and a talk in person was really the need but each time I just postponed it. So this was my fault, not yours!

5.19 Likelihood to Re-enroll. Better than 90% of the learners who enrolled in the first two course deliveries of Introductory Psychology reported, upon course completion, that they would likely enroll in another SUN course sometime. Of the eight learners who probably would not re-enroll with SUN, six gave the following reasons:

Need some time for myself; self-improvement.

I needed the course to graduate.

Future planning, money.

It is highly unlikely. I would be phased out before obtaining a degree and I have much responsibility otherwise.

I have no need to.

No stimulation from teachers.

Seventy-seven of the 83 learners gave reasons for their likelihood of taking another course through SUN. Twenty-three of the learners would re-enroll primarily because of the nature (convenience, flexibility, quality) of the SUN program:

Being an involved parent feeling the need for further education, this is the only opportunity I can use just now!

A better way of getting questions answered rather than keeping unanswered harbored inside and hope for the best on the test.

It's the only way I can get any college at all.

Convenience of earning college credits without having to attend a college.

It is convenient for me and because the courses are offered for credit.

Good organization of the course; availability (TV, learning center); interest in the course.

I like the atmosphere in which the tests are given and the flexibility of pacing yourself.

Obtaining college credit while being able to stay at home.

Ease and convenience of study at home.

It's a very good program--very worthwhile.

Convenience.

I have a very demanding and variable schedule so the SUN course way I can take classes not otherwise possible.

Lack of choice to attend university classes.

Presentation and flexibility of last course.

Inability to attend regular college classes.

Work full-time so works better with my schedule.

This is an opportunity for me to work on getting my degree.

The opportunity to study at home.

The "at home" aspect.

Being able to do it at home.

The way the course was presented. Study guide especially good. TV good. Trial tests good.

I enjoy having the opportunity to learn without having to find time to attend classes.

Flexibility and quality of curriculum.

Fifteen learners reported they would enroll in another SUN course because of enjoyment/learning/satisfaction in their prior experience:

I really learned something.

I enjoyed this course very much and feel I got much more out of it than my grades showed.

I liked the course; it was very good and if I took another I'd probably have more time to study for it.

How much I learned from this course.

I enjoyed the course and learned a great deal.

I gained much from the psychology course and do have time, especially during the winter months.

I enjoyed taking this course. It did take a lot more studying than I thought.

I found it a worthwhile and rewarding experience!

Accomplishment--credit earned.

I enjoyed the course.

The enjoyment I obtained from the psychology course.

The fact that I enjoyed the psychology course.

I enjoyed the last two.

I enjoyed the course and felt I learned quite a bit.

Satisfaction with first course. Being able to pace myself.

Thirteen learners would re-enroll with SUN because of the desire to obtain credit toward a college degree:

To further my education and obtain a teaching degree.

Earning credit hours in work related courses.

Fact that I'd like to get more credit hours.

Get more college credits.

I need credits.

Desire for more credits.

Good course for fill in for part-time students.

I would like to add more credits that would apply toward degree.

I needed the course to graduate.

I want to get more credit hours. I enjoy studying things that are interesting.

Planning on going back to school.

I will go to college this fall full time.

I needed psychology.

Nine learners stated they would take another SUN course if the content were of interest/importance to them:

Course content.

Depending on my time and available courses.

If a course was offered that I may be interested in.

If it is a course that I can use.

If you offer another course I have more personal interest in.

Basic interests in the courses offered.

Depends on what course.

Courses that are timely with my present job and life.

Would like to make use of what is offered that is interesting to me.

Some eight additional learners expressed their desire for more education/self-improvement as the main reason for re-enrolling with SUN:

Want to get more education.

Chance for further education.

My interest in furthering my education.

Just want more education.

Self-enrichment.

Wish to improve myself.

One can't learn too much.

Need to expand myself.

Four learners reported that they would take another SUN course if it met their schedule of study:

Depending on current classload.

During summer between terms.

But not during fall semester.

If it is given at a time that I can study.

Three learners would re-enroll with SUN primarily for mental stimulation:

> Enjoyed the mental stimulation immensely.
>
> Miss having something to study.
>
> I very much enjoy learning especially subjects that interest me.

For one learner, the course created the need for another course:

> Need to learn more on the course related to what I have already taken.

Familiarity with the SUN program was stated by another learner as the reason for likely re-enrollment.

> Because I did already, and I like this way of obtaining additional education.

One of the 83 learners had already enrolled in another SUN course.

Learners who would be likely to enroll in another SUN course suggested courses which would be of interest to them. The following summary identifies the number of learners who suggested specific courses or course areas:

20 - Psychology (clinical, social, industrial)
20 - Humanities (fine arts, language, philosophy)
15 - Business and Administration (accounting, sales, management)
13 - Social Sciences (economics, political science, sociology)
7 - Mathematics
5 - Non-academic Subjects (hobbies, self-improvement, etc.)
3 - Biological Sciences (botony, zoology, ecology)
2 - Education (elementary, secondary, adult)
2 - Health Professions (medicine, dentistry, pharmacy)
1 - Agricultural and Related Fields (soils, forestry, farming)
9 - Other
97

The likelihood of enrolling in another SUN course already has been discussed in relation to interest level of course, course difficulty and course examinations. In addition, learners would be more likely to re-enroll with SUN if their confidence had increased through the course and if their personal goals had been furthered significantly.

5.2 Supplementary End-of-Course Evaluation Form Data

Learners who completed Introductory Psychology for credit also responded to a supplementary end-of-course evaluation form. The purpose of the supplementary form was to target areas specific to Introductory Psychology or of particular interest to the course development and delivery team. A summary of results from the supplementary form appears in Table 3.

5.21 Pleasurableness of Television Programs. The majority of learners who responded to this item rated the Introductory Psychology television programs as "somewhat pleasurable." For both course offerings, almost four out of ten learners rated the television programs as "very pleasurable." About one out of ten learners felt the television programs were "not pleasurable."

Given the pleasurable value of the television programs, did the pleasurable aspect of the television programs detract from their informative value? Seventy-seven of the ninety-three respondents to this item made comments. Twenty-one of the comments (27%) tended to be negative toward the pleasurable value of the television programs:

> Sometimes distracted my attention.
>
> I felt the programs could have been more informative and less pleasurable, i.e., less skits, etc.
>
> Could be improved.
>
> Detracted some--altho I did not see all the programs.
>
> Could have been more complete and covered more material.
>
> A lot--I didn't get that much from the TV programs.
>
> There was not a great deal of value in them other than pleasure and to highlight something from the book.
>
> Would like TV to be more instructional or heavy in content.
>
> Both 6:30 Mon. and Sat. noon lessons at mealtime. Wasn't able to concentrate on programs as much as I'd have liked.
>
> Somewhat.

Table 3. Learner Responses to "Supplementary" End-of-Course Evaluation Forms for the First and Second Deliveries of Introductory Psychology

Item	Alternative Responses*		
1. How pleasurable for you were the television programs in this course?	Very Pleasurable	Somewhat Pleasurable	Not Pleasurable
First Offering (N=74)	30 (41%)	37 (50%)	7 (09%)
Second Offering (N=19)	6 (32%)	10 (53%)	3 (16%)
Both Offerings (N=93)	36 (39%)	47 (51%)	10 (11%)
2. Did you find the weekly television broadcast helpful in pacing your schedule?	Yes	No	
First Offering (N=72)	43 (60%)	29 (40%)	
Second Offering (N=19)	11 (58%)	8 (42%)	
Both Offerings (N=91)	54 (59%)	37 (41%)	
3. Did the trial tests help you to prepare for the graded examinations?	Yes	No	
First Offering (N=74)	70 (95%)	4 (05%)	
Second Offering (N=19)	19(100%)	0 (00%)	
Both Offerings (N=93)	89 (96%)	4 (04%)	
4. Did you follow the sequence of lesson activities recommended in the study guide?	Almost Always	Sometimes	Almost Never
First Offering (N=74)	55 (74%)	17 (23%)	2 (03%)
Second Offering (N=19)	15 (79%)	4 (21%)	0 (00%)
Both Offerings (N=93)	70 (75%)	21 (23%)	2 (02%)
5. "In terms of my own ability, as a result of taking this SUN course:	I have more confidence."	I have same confidence."	I have less confidence."
First Offering (N=75)	52 (69%)	18 (24%)	5 (07%)
Second Offering (N=19)	16 (84%)	3 (16%)	0 (00%)
Both Offerings (N=94)	68 (72%)	21 (22%)	5 (05%)
6. Have your personal goals been significantly furthered through taking this course?	Yes	Somewhat	No
First Offering (N=75)	41 (55%)	29 (39%)	5 (07%)
Second Offering (N=19)	8 (42%)	9 (47%)	2 (11%)
Both Offerings (N=94)	49 (52%)	38 (40%)	7 (07%)

*Rounded to nearest whole percent.

Somewhat.

Somewhat--could have had less "chatter" for me.

It seemed they strayed too far away from the textbook material.

The TV programs were not what I expected, not enough learning.

I wished for more factual information. Maybe a few examples of test questions.

I'm sorry but I just did not find TV programs helpful. All I could see was "drama" being presented.

Really didn't get much out of the TV programs.

This was the problem--when the antics were over, you had lost the point.

To quite a degree . . . I taped the TV segments, and later reviewed the content material and facts which I missed as I had initially viewed the programs.

Did not compare to a classroom lecture. Did not cover enough of the material to be studied for each weekly assignment.

Would appreciate more adherence to text assignment.

Twenty-six learners commented, simply, that the pleasure of the television programs did not distract (to any great extent) from their informative value. Nineteen additional learners made the following positive comments about the pleasurableness of the television programs:

I didn't feel that there was a detraction of information value but being able to recognize in real life situation the different terms and analysis.

None, although I didn't care for the hosts, unlike Accounting I TV, they were mostly interesting and informative without stupidity.

I can't learn from something dull, and lecture-like.

I enjoyed all the programs very much. The one on illusions was hard to hear. I really can't remember all of it, but I think the music might have been too loud. Other than this, all information presented on TV got thru to me loud and clear.

None. Very good--cause for much thought.

Easier to remember points made.

They didn't detract--they made the programs more appealing.

It didn't. It only put the main idea of the lesson into a simpler form.

I don't think they detracted.

I found no distraction--a good deal of harmony.

The programs were both informative and interesting which I found pleasurable.

I thought they were very informative, they put things in perspective.

They were both informative and fun to watch.

It didn't detract at all--you learn a lot more if you're not aware of learning, if you aren't bored, and are being informed and entertained you needn't be bored to learn.

I think it added to the course by making it more informal: less demanding.

I felt that being able to watch the programs twice, was of great importance to me. I could then watch it first for enjoyment and second for the lesson.

A good overview of the subject matter--perhaps too broad to give specific learning but to a good hint of what was to come.

The behavior films were great but skits were too silly. Party segment was fantastic. Autonomic conditioning--great too!

Eleven of the comments (14%) were somewhere between negative and positive on the pleasure aspects of the television programs:

Some were interesting.

They were interesting and informative, but of little value to passing the course.

Some, it would be nice if the programs were one hour long.

> Most informative were most pleasurable. If I didn't learn anything, I didn't like it.
>
> Seeing often helps learning but I sometimes got carried away watching what had nothing to do with lesson.
>
> I didn't see all of the programs, but I feel that the ones I saw were enjoyable, but not very helpful as far as passing tests.
>
> I don't think it did; though a straight lecture may have been more helpful.
>
> I enjoyed the TV programs but wished they would relate more to the textbook.
>
> For the most part the programs were very informative. A few tried to cover too much material and left me feeling confused.
>
> It didn't because I ignored the extraneous fun and games.
>
> I wasn't able to view all of the programs, however, I found the latter ones to be more informative.

Learners who found the programs of the course to be "very pleasurable" tended to find the weekly television broadcast helpful to pacing their study schedule, to follow the sequence of lesson activities recommended in the study guide, to have developed more confidence through the course, and to have furthered significantly through the course their personal goals.

5.22 Television Broadcasts as External Pacer. Almost 60% of the learners who completed this item reported the weekly television broadcasts helpful in pacing their study schedules. Seventy-eight of the 93 learners who completed this item commented on their need for some external pacer for the course. Seven learners said, simply, that they did not need an external pacer, or not to any great extent. Eight additional learners elaborated on why they did not need an external pacer:

> I set my own pace at which to study.
>
> I wanted to be done by May 1.

> I used my high school activities to pace myself.
>
> I feel that the TV pace was a little fast, so it was important to set my own pace.
>
> I did not as I am a scheduled type person.
>
> Not too great. At the last I was exceptionally busy and prepared 3 lessons at a time on occasion.
>
> I needed no pacer, but felt I should keep up with the TV.
>
> Cause the broadcast didn't go along with the lessons.

Two respondents were "neutral" on the issue, and two were not sure of the meaning of "external pacer."

The remaining 59 learners used external pacer, and some identified the pacer which served for them. Nine of the fifty-nine learners commented that an external pacer was "essential" or a "definite need." Twenty-one additional learners elaborated on the need for an external pacer:

> I work best when working towards a goal.
>
> Very important! This helped to keep me from falling behind and losing interest.
>
> A way to gauge progress.
>
> In order to make some schedule for myself.
>
> I feel anyone needs an external pacer or they don't push themselves enough.
>
> I needed a reminder that the course was moving along with or without me.
>
> I couldn't force myself to study when I didn't feel up to it.
>
> Lacking self-discipline, a pacer is essential to me.
>
> Considerable extent. It's my nature, I need a pusher for almost anything I do.
>
> Definitely needed one--but I didn't know when to start course! I expected worksheets and waited when they said "study guide will be mailed later due to printing...!"

It helped to remind me where I should be.

It helped me realize I had to do so much work to keep up.

It would be very easy to let the lessons slide without an outside incentive to continue working.

For possible employment advancement.

Needed to keep me staying with it and getting the course finished.

This was helpful to keep me going.

It gave me a reason to have my assignments done.

It was a means for setting a pace and routine for me.

A great need, it keeps up a good pace to keep you studying regularly.

Glad to have it and needed it. It's too easy to get behind.

I don't know that there was a real need but I did find it convenient.

The weekly television broadcasts served as the pacer-referent in the following 19 comments:

I thought the weekly TV programs and the correspondence from SUN were adequate pacers.

The TV was a needed pacer or reminder at least and a good one.

The TV broadcasts were enough.

Would not kept up if not for TV's pacing.

I tried to keep up with the TV programs and if it wasn't for them I would have been a lot further begind than I was. The broadcasts were an incentive to keep me going so I wouldn't get too far behind.

The TV programs were a starter for my study each week.

The weekly television broadcasts would have been more helpful if all three in one unit had been shown on one night and then repeated on each week. In this way I could have done the whole unit in one week if I had wanted to, rather than wait so long.

I always tried to read the material at least once before the broadcast so it served as a pacer.

Indirectly--even though I used a modified schedule, the pacing of the weekly broadcasts was still a reference for me.

The three weeks during Christmas I kept studying and made the mistake of overstudying the assignments just because I did not want to get too far ahead of the TV programs.

I wish I wouldn't have gotten behind, but this is how I am. I really don't know if more pacers would have helped or not. I did use the TV and units together as a pacer at first.

After missing a few programs, I found that I fell rapidly behind on my studies.

It went much too fast for me.

At first I tried to keep up with broadcasts.

Because a family member was hospitalized, I fell behind and couldn't catch up.

I liked the TV part, but moved much too fast for me with work and home pressures.

I found a need for a pacer, but felt the programs were too closely spaced.

I tried pace by the television segments and found that too fast because of press of time and trips that were necessary to business.

If I had no pacer, I would probably still not be finished with the course. I kept up with the TV schedule and the test schedules for the first three tests and then fell behind and it took me longer or as long to get through the last two as it did for the first three.

Ten learners mentioned external pacers other than the television broadcast schedule:

I had so many other things to study for that I found it hard to find study time. Finally my mom said, "You're going to take this test on this day," and I either had to find time to study or get a bad grade. And I <u>hate</u> getting bad grades--so I studied! I'm glad that she helped pace me because I really needed her to or <u>some</u> kind of external pacer.

The exams served as a good pacer for me.

> I tried not to get more than 3 weeks behind or one test behind.
>
> The suggestion of one unit per week was the only external pacer needed.
>
> The course outline and final completion date was the actual pacer. The extra time at the end of course was very beneficial.
>
> Did not keep up with TV schedule. However, the fact that it had to be completed by a certain date did give me incentive to "get it done!"
>
> Just getting the three units done in time for the test.
>
> Needed to keep a schedule and proceed to next unit. Summer and summer activities would make it easier to put things off.
>
> Husband very supportive.
>
> Several people asking me if I liked it or if I had finished the course. This kept me pushing.

Those learners who reported finding the weekly television broadcast helpful in pacing their study schedule also were likely to report routinely following the sequence of lesson activities recommended in the study guide.

5.23 Trial Tests. Out of the 93 learners who completed end-of-course evaluations for this item, 89 (96%) felt that the trial tests helped them to prepare for the graded examinations. Four learners expressed negative views toward the trial tests:

> Did not seem to be typical of questions on the actual exam.
>
> They were too easy and misleading.
>
> The tests seemed to be harder than trial tests.
>
> Not helpful in that real tests didn't always cover all the material evenly; therefore, not representative.

An additional five learners, who reported the trial tests as helpful in preparing for the graded examinations, had these reservations:

> They were quite helpful, but I felt somewhat easier than the graded exams.

> They gave you an idea of what was important, but the test questions were a lot more tricky.
>
> But seem like they weren't as hard and weren't used good in examples.
>
> These tests often put a different perspective on the problem. Good. But I leaned on them too much.

Learners found the trial tests helpful in seven main regards. Twenty-five of the learners thought the trial tests helped them to focus their re-study of the unit materials:

> They are the only way you can know how much information you are retaining. Point up your weak areas.
>
> Finding out terms I didn't fully understand.
>
> They helped me determine what I needed to study.
>
> I found from them what basic parts to study.
>
> They were very helpful. They let me know whether or not I'd studied enough. I really relied on them a lot! I always took them a day or so before I took the test for credit so that if there were concepts I hadn't soaked in I'd still have time to study them.
>
> Found the test's most helpful in bringing to light areas that needed more study time.
>
> They gave me the area I was weak in.
>
> They helped me find my weak areas so I could study them.
>
> The trial tests were a great help. They pointed up weak spots and showed where to look to help these weak spots.
>
> Very helpful, they gave me a good feeling about the amount of studying I needed to do before the actual test and they covered the material well.
>
> They brought out the areas of the lesson which I needed to study some more.
>
> Weakness was shown and proven.

It brought to my attention material I missed in studying.

They were a great help in showing which areas I needed to do additional work on.

Showed my weak areas for review.

They gave me a very good idea of how well-prepared I was for the exam.

Tested you to see if you knew what was in the lesson.

Very helpful to have more idea what to study.

To help determine the areas in which further study was needed.

Very helpful. I found parts that I thought I knew could be worded in different train of thought and needed to be restudied.

Gave me an idea of areas I needed more study.

They helped me know where I needed extra study.

I restudied the areas that were troublesome on the trial tests.

Nineteen learners used the trial tests to identify the key concepts and ideas in the units of instruction:

They provided an insight to key information. I liked the questions that applied knowledge to practical situations.

They helped sort out key concepts to study further.

Hit lots of basics for exam.

They brought out the most important points.

They gave you an idea of what you had to know.

They gave me an idea of what to expect in preparing for the graded exam.

Gave an idea of what was to be considered important in the large amount of material covered.

Extremely useful in coordinating my own thinking of the text.

Showed me particular items and areas to study.

It gave us a good idea what would be included in the text and the area I needed to study again.

Determining the most important material to study.

Gave me key concepts of the lesson and if you missed the questions it gave references where to find it.

Very good review.

They gave me a fairly good idea of what points would be stressed and how.

Were good examples.

They were helpful to the extent that they zeroed in on certain points that were usually on the real tests.

They were extremely helpful in steering one in the right direction.

They gave an idea of what the test would be about.

It gave me a guide to determine the emphasis of the individual teacher.

Knowledge about the format and types of items on the graded examinations was mentioned by 14 learners as trial test helpfulness:

Had a better idea of test questions--always did better on sample tests (anxiety?).

It gave me an idea of the test format and took some of the apprehension out of what to expect.

Gave an idea as to the difficulty of the test.

Indicated important items and types of questions.

It gave me an idea about how hard the questions would be, how the questions were presented and worded. If not for trial test, I don't think I would have done as well in my tests.

Knew they were going to be hard. Learned more by having to go back and study.

They were very helpful in giving a person an idea of how specific the questions would be on each test.

> Familiarized me with the type of questions that were on the test.
>
> Most helpful. Good indication of type of question asked on actual test.
>
> Type of question that would be asked. I also found the answer sheet filled with information.
>
> They gave an idea of what the questions were like and how well I knew the material.
>
> They let me know what type of questions to expect.
>
> The trial tests gave you an idea of what type questions would be asked, all except the last trial test, I thought it was poor.
>
> Offered a good review and prepared me for what type and form the tests would be.

For seven learners who completed the course for credit, the trial tests were reported as indicators of their performance on the graded examinations:

> I studied the concepts involved in the questions I missed and always scored higher on the regular test.
>
> I could easily see a correlation between the parts that I missed on the trial test and didn't know on the exam.
>
> Gave me an idea about how prepared I was for exam.
>
> They were indicating on three of the five as to what score I might expect on the real test.
>
> Tells me what I would get on the real test.
>
> They were helpful in finding my weak points, but I hardly could ever do better than the first time I took the trial test than on the real test.
>
> If I did well on trial test, I had no doubts about taking the graded exam right away.

Trial tests were expressed as helpful for evaluating the learning of seven additional learners:

> It seemed to give me an overall view of how I had studied the unit.
>
> They helped me determine how much or how little I had retained.

> Tested you to see if you knew what was in the lesson.
>
> Very helpful; indicated how well you knew the material and provided additional information of areas.
>
> In using these tests after studying the unit, I could identify weaknesses.
>
> Evaluation of understanding.
>
> I thought they were an excellent gauge as to whether I understood what I thought I understood.

Six learners reported that the trial tests helped relieve their test anxiety:

> Helped to relieve test anxiety.
>
> I doubt that I could have done as well without the trial tests. Helped morale.
>
> Helped review material. Very anxious when taking exams.
>
> Very helpful--gave me more confidence to take the exam.
>
> They increased my confidence and helped me to become accustomed to a psychology exam.
>
> Stressed important concepts; gave sense of confidence, security; vital review practice.

To complete the main purposes which learners reported for trial tests, five learners mentioned the instructional value of the tests:

> I learned more from the trial tests than from the text.
>
> Understanding the text to a subject I knew very little about.
>
> They were helpful in judging if you had understood the text correctly.
>
> They were helpful because they pointed out trouble areas, and helped explain text material.
>
> I believe that making an error and correcting it leaves an imprint greater than getting it correct immediately.

5.24 Study Guide. Each unit of the study guide listed a set of activities around one or more lesson assignments. For both course offerings, three out of four learners reported following "almost always" the sequence of activities

recommended in the study guide, while most of the remaining respondents to this item did so "sometimes." A significant and positive association was found between the frequency of adherring to the activity sequence in the study guide and learner self-reports of the development of confidence and the furthering of personal goals through taking the course.

How did learners use the study guide, and for what purpose? Most learners used the study guide throughout a unit of instruction, for example:

> I kept a notebook and key concept definitions spelled out and reviewed them often from week to week. Used every part of the study guide.
>
> Use study guide outline. Read material. Reviewed important words. Outline and reread material.
>
> Read it prior to studying lesson as a guide for understanding and after studying the lesson as a review.
>
> I used almost all the sections, especially the objectives and self-check quiz. It proved to be an invaluable aid for learning.

Other learners omitted portions of the study guide:

> I did what was in it except the extra part. I read, underlined key concepts, then did questions. I used it to underline key concepts in the book and expand from an understanding of them to the other related material in the book.
>
> I studied the whole thing except for the extra reading.
>
> I used the study guide, but after the first few lessons I concentrated more on certain portions and disregarded others.

A few learners discontinued use of the study guide sequence. For example:

> I followed it at first then worked at my own pace.

The study guide was used by learners for multiple purposes. Some learners emphasized use of the study guide for directing their general efforts during study of a unit. For example:

I got lots of information from the reading in study guide. Tried to know the objectives and always used the self-check quiz.

Guideline for objectives of the unit by chapter. Used quizzes for chapter reviews, tests for unit review.

Check the material you were supposed to learn and the assignments. The list of objectives was like an outline.

Tried to implant concepts to be learned from the lists for each lesson by writing them in notebook. Enjoyed and used test after each lesson for more study.

The study guide was almost as important as the text inasmuch as it told us what to look for and kept me alert.

Noted important terms--helped me to know what to emphasize.

Objectives for each lesson determined on what I concentrated my efforts. Quizzes were useful in determining if I had the general idea from reading assignment.

To find the objective, to be prepared for the TV program, self-check quiz, learning by participation.

Other learners focused more exclusively on the key concepts identified in the study guide. For example:

I studied the concepts listed in each lesson and took the quizzes.

Identify key concepts.

To understand the various terms--and their relationship in Psychology.

As a guide for studying and learning the key concepts.

Trying to become familiar with the concepts as outlined.

Concepts were easier when I used the study guide format.

Mostly I used the guide to learn the key concepts. I kept my own notebook with this material written down plus newspaper clippings and other information.

Studied the basic concepts as listed.

To know what concepts were key; to review by quizzing; the rest of it was superficial.

Mostly for the key concepts and answering the questions.

In addition to identifying the key concepts, some learners went on to outline the lesson from them:

> Underlined--notated all concepts. TV notes are there. Guide is very full of study notes. Maybe an extra page (empty) would be good.
>
> Used questions from guide and did outlines to use for studying for exams.
>
> For lesson outline.
>
> I used the lists of key words as an outline for notes from text. Liked the self-tests and answers were helpful to list page no.
>
> Yes, very helpful. Wrote down all key words and then put in definitions or meanings as I read the textbook.
>
> Used the key concepts to outline lesson.

Some learners used the study guide mostly for test purposes. For example:

> It really helped me to know how well I'd learned the material. It covered basically the same concepts as the test.
>
> Learning terms listed and studying trial tests.
>
> Key terms always used quizzes.
>
> To extract relevant information from the text that would be on the tests.
>
> Evaluate my understanding of chapters through questions.
>
> To cover the assigned material for the tests but mostly for the self-check quiz.
>
> When reviewing for tests I went over vocabulary, quizzes, and learning through participation.
>
> To help me study for the tests.
>
> Review for tests.
>
> I used the study guide like a self-test.
>
> I liked the listing of key concepts and knowing those meanings helped most at exam time; also the self-check quiz.

> The key concepts and the quiz were the most helpful and I always used them. I also always read the rest of the content of each lesson.
>
> I memorized the definitions of the word lists in the study guide and found the tests very easy.
>
> As an indicator of what the instructor considered most pertinent in the text.

Use of the study guide for previewing and reviewing units was mentioned by these learners:

> As a review of text.
>
> To get an overall view of the assignment and for review purposes.
>
> To preview reading the text and watching TV session outline for studying key points.
>
> While doing the reading assignments and while reviewing for tests to assure coverage of all points.
>
> I used it as a guide when I began a new unit and again as a review of each unit.
>
> I read the text then used the guide to pick out highlights.
>
> Used it as a review after reading the text.

Three learners mentioned use of the study guide to "pace" their studies:

> Pacing and self-testing, mostly. Also for the extra reading.
>
> This was the pace setter.
>
> As an instructional book to pace my studies.

One learner noted use of the study guide:

> As a guide for study and for reinforcement for learning.

Finally, overall evaluation of the study guide was expressed through these two comments:

> I found the study guide an invaluable aid. It and the text were most help.
>
> It was my exclusive guide. I did better when I followed it.

5.25 Learner Confidence Level. About 70% of the learners who completed these items in the first two course offerings of Introductory Psychology reported that they developed "more confidence" in their own ability as a result of taking this SUN course. Five percent of the learners reported "less confidence," and about one out of five reported "the same confidence" in their own ability.

The self-reports of confidence developed through the course already have been discussed as positively and significantly related to the overall course rating, the interest level of the course, the likelihood of enrolling in another SUN course, and the pleasurableness of the television programs. In addition to these co-relationships, confidence in the learner's ability developed through the course is related positively and highly significantly to the furtherance of personal goals reported by learners. Also, those who reported developing more confidence in their ability would be more likely to pay more for course materials, should they enroll in another course.

In what ways did learner confidence increase or decrease as a result of taking the course? Three of the five learners who reported "less confidence" in their ability made these comments:

> Found I couldn't remember anything.
>
> I had gained confidence until the last test grade was received. Then I was disgusted with myself for not being able to do better on the test and I still feel sad that I had to take a "D" and could not maintain a "C" grade.
>
> I really thought I would be able to go back to study and keep things memorized which I found is pretty hard.

Eight learners made comments which were somewhat neutral about the development of confidence in their own ability as a result of taking the course:

> I have taken a course in psychology and will not major in it in college.

> Only to the extent that I now have more knowledge and some college credits.
>
> I have self-satisfaction from it, but I can't relate confidence with it.
>
> Never had to study so hard before for a grade.
>
> I am disappointed in myself for not doing very well in the course, but believe I have the ability to do well in another course.
>
> The more one studies, the more one finds how little one knows.
>
> I don't feel that my confidence has been affected.
>
> Any additional knowledge of facts in any field of study increases my confidence.

Of the 68 learners who reported "more confidence" in their own ability, 65 made comments and 26 of these reflected confidence in the general ability and self-worth of the individual:

> Has been several years since I have studied with a full-time job, family and learning to concentrate has taken some discipline with fair results.
>
> To be able to do well with new concepts at advanced age.
>
> I discovered I could still study after 30 years.
>
> Only to the extent that I kept up and completed the course with passing grades, even though they weren't as high as at first hoped.
>
> 1) Completion of a difficult course. 2) This material leads to a little more understanding.
>
> Getting through this course I'll have courage to try again.
>
> In my satisfaction of completing a difficult course of study after years of not studying.
>
> I feel like I can again learn something. I'm really not so stupid afterall!
>
> Knowing I can study after so many years.

Self-discipline; proved to myself I really could pass a college-level course.

I have learned something about self-discipline.

After long absence from any type of study, the knowing one can pick up and go with the course instills confidence.

I was afraid I might not be able to learn after so many years.

I hadn't studied as such for so long I am pleased with myself--I can still do it!

Being out of school for 14 years, I didn't know if I could still do well in college.

It's a good feeling to function mentally again, also insights of behavior have been helpful.

I remember a good percent of what I studied! Refer back to this.

That I am capable of learning something new to me.

I've seen I could learn (after the first few units).

Learned new concepts, and am more confident of my views.

It helped me to realize that I could do it if I really wanted to.

That I can still get down to it and study? I know that now I can get along with other SUN courses.

Because I feel I really learned a lot but my grade didn't show it.

Believing in my own ability.

I now know, I can do it.

I may have a little more respect for myself.

Through the course, 17 learners reported an increase in their ability to do college level work:

It was a good introduction to college work, which I'll begin next fall.

Now I know that I can do fairly well on a college-level course--before I was really scared of college courses.

It has increased my confidence by proving to myself that I can get decent grades. I feel a lot more informed about psychology and the world, and most important of all, myself!

I am confident that I can get back to college studies after being away from them for years.

That I can still get good grades after being out of school for 13 years.

I feel I can do college level work, again. I had my doubts if I could.

Knowing I can still pass a college course!

That I have the ability to complete college if I establish that goal for myself.

I've wanted to go back to college for several years and now I know that I probably could.

It showed me what I can do in college work.

I'm sure that I can do well on a college course now.

I have background in the field.

Found I could go back to formal study and still meet other responsibilities.

Increased just by taking a University course and finding that I could do it. (Although by my grades you couldn't tell I really learned anything!)

I am aware that I can still (at 61) learn and achieve on a college level. Thank you for the opportunity.

My confidence has increased in that one day I found I can go on to college.

Ability to work full time, stay home and still complete courses. I thought it would be impossible.

Fourteen learners commented on a growth in confidence about knowing themselves and others better:

I understand other people better.

I feel more confidence in knowing what is causing certain behavior in myself and my children. Cognitive dissonance for example.

As a school nurse, I will be more able to understand children's problems: psychologists suggestions.

Any increase in confidence comes from the feeling that I may understand other people a little better.

I understand people better. Learned I must slow myself down.

I have a greater knowledge of people's behavior, therefore, relate better to them.

I know more about people around me.

In understanding some of my problems and problems of family members, friends and co-workers.

Have a better understanding of myself and others.

Human relations aspects of course help in dealing with others.

I feel I understand the actions of people around me, better, as well as my own feelings and reactions to others.

I feel I understand myself and others a little better.

As a nurse aid, I understand behavior of patients better. It has also helped me be a better mother to my children.

Anytime you understand yourself better, you will be able to understand anybody else better which in turn increases a person's confidence.

Eight other learners expressed added confidence in knowing about psychology as an area of content:

Verified something I knew but did not know why they were right.

The learning of "anything" increases your insight into yourself and your environment.

The content of the course helped me considerably.

I've made two lectures from ideas from the course--one to 200 people and the other to 20.

Although "a little learning is a dangerous thing," I feel I can discuss both biological and psychological areas more intelligently.

I can speak about different aspects of human behavior intelligently now.

Substantiated or dispelled opinions.

Study emotions and motivation and social influence.

5.26 Learner Goal Attainment. To what extent were the personal goals of learners furthered through taking Introductory Psychology? About half of the learners reported that their personal goals were "significantly furthered," 40% said "somewhat," and the remainder (7%) reported that their personal goals were not furthered through the course.

Eighty-two of the 94 learners who completed this item identified personal goals which were either helped or hindered through the course. Six learner comments emphasized the negative influence or non-effect on personal goals:

This course didn't have any effect on my goals.

I did pass the course and have 3 credits earned. But a low blow to the heart when I wanted so badly to be able to at least remain a "C" student.

None.

None in particular.

It has showed me that this is not the way to go but helped to think about what way I should go.

I am not sure. Having just realized that I am one of those women afflicted with the feeling that I should not succeed, I need time to think about what I should do about it.

Nine learners reported that the course helped to prove they could learn:

I found I'm not too old to learn--just need to retrain myself to study.

I proved something to myself.

The goal of learning to study again after several years away from college work.

I took the course to see if I still had the ability. Still do though maybe not as great as at 20.

At least my brain had to work some.

I learned a great deal and found out I could still study and learn.

Course was actually more interesting than I had anticipated it would be. Was also a fairly difficult course and required a good deal of self-discipline.

Enjoyed reading and studying something harder than menus and housecleaning types! Realized the pressures, concentration and "in depth" of studies our college girl meets.

I have enjoyed this course very much. Even if my grades weren't too good, I've enjoyed the time I spent. I needed more time but working, etc., limited my time. Thanking you very much for this opportunity to take the course.

Fourteen learners commented that the course helped their goal of furthering their general education:

Simply, more education.

It furthered my personal goals of obtaining more understanding and knowledge of human nature and also obtaining college credits.

The goals of personal satisfaction and understanding.

More education encouraged.

Knowledge within an unfamiliar area and the attainment of college credits.

A goal to further my education—to achieve a broadening so I don't become so narrow-minded as to assume black is always black and white always white.

My goal of getting more college education has been furthered.

My goal for furthering my education through college study.

I have become more interested in furthering my education.

I feel I am a step closer to obtaining a personal goal of completing my education.

Further my education beyond nurses' training.

My goal is to learn.

To know more than I did before starting the course.

I think I learned quite a bit.

The course also helped earn credit toward the objective of obtaining a college degree, as reported by 19 learners:

I'm a little bit further toward my degree. I have had something else to think about besides being a "mother."

I needed the course to graduate.

Enrolled at UN-L to start school--college.

3 hours closer to a degree.

This course gave me 3 more hours.

I needed the course to graduate.

Accumulation of hours for degree.

These 3 hours will give me my A.A.S. at another school, and the content and knowledge obtained is inmeasureable.

Credits gained for entering pre-med. Gained understanding of human relations.

I have progressed toward my degree and have grown personally to be more autonomous.

Started college!

Further college-level study will be pursued.

I used this course as a test for further academic efforts toward a degree because I find myself in a counselling situation.

My first goal was to see If I could get thru the Psy. course and see if I could do it--now that I know I can, I am looking forward to taking other courses and to try and get as many credit hours as I can without going to a university or college.

I never had the chance to go to college and really wanted to. Now I have at least done something.

I would some day like to have a college degree.

As I have been thinking of going back to school for some time now, this may have given me that final boost of morale that I needed.

Motivation to complete work for my degree.

I'm closer to going back to college.

Sixteen learners, who reportedly had the goal of being better able to relate to others, made these comments:

Better able to do job and relate to co-workers.

Helped me understand people more as an LPN working in a doctor's office, you meet many types of personalities.

My personal goal for some formal training in understanding people has been furthered.

To study other people's personal values.

This particular course gave me a good push and its content a more tolerant attitude.

Study of behavior very helpful in my personnel work. Better understanding of people.

Self-enrichment and as an aid in relating to others.

Have helped me understand myself and others better.

Self-improvement goals have been helped--also earning of credits.

It has been a big help in my work as a volunteer and volunteer coordinator at our Tri-Co. Mental Health Center.

I felt a void in child psychology and people relationships and group dynamics which this course is helping to lessen.

Understand a relative who is under psychiatric care.

I believe I can understand people a little better.

Possibly helping my children realize some importance in learning and studying.

Learned more about myself; family; and people around me.

Ability to better understand other students; ability to converse and intelligently listen to two in our family engaged in similar work or study; professional growth--I teach elementary.

An additional sixteen learners found that they advanced toward the goal of learning more about psychology:

> I know that I will consider taking more psych. courses when I go to college. I learned that I would enjoy an area of psych. as a career.
>
> A good foundation in psychology so I can take higher courses.
>
> I've always been interested in this type of subject and I found there was much knowledge to be gained which will never be forgotten.
>
> I plan to direct my life towards psychology or electronics.
>
> Psychology is my "bag" and I want to learn all I can about it. The course was a definite help. I loved it.
>
> It gave me an idea of how I would like pursuing a career in psychology.
>
> Find I can advance in a career.
>
> Starting to return to school for future occupations.
>
> Wanting to learn more about the course I have started.
>
> I've always been very interested in psychology but never took time to read any before. Even though grades were a disappointment to me, I feel it's a goal accomplished.
>
> I finally got started on something I always wanted to know more about.
>
> I have learned that my brain really does still function. I have also begun to learn about an entirely new area.
>
> You might say, I have acquired a serious hobby.
>
> It gave me a chance to see if it was something I would like to pursue without a large commitment.
>
> It's really gotten me interested in Psych. I may go on and major in it in college.
>
> I plan to study psychology to a much greater depth now after this course.

Two learners reported very specific and short-ranged objectives which were furthered:

Being persistent and finishing the course.

Good grades on exams.

The extent to which learner goals were significantly furthered, as reported by learners, were found to be positively associated with overall course rating, level of interest in the course, likelihood to re-enroll with SUN, the pleasurableness of the television programs, frequency of following the sequence of activities in the study guide, and the extent of personal confidence gained from the course. Learners who reported that their personal goals were significantly furthered also tended to rate the responsibility placed on the learner as "about right," to rate the tests of "about right difficulty," and to be willing to pay more than the present cost of course materials.

6.0 Learner Suggestions for Course Improvement

Although the course was a satisfying experience for the majority of learners who took and completed it for credit, some areas for course improvement were evident from learner comments. Following are eight suggestions from learners for course improvement.

6.1 Articulate More Clearly Relations Among Television, Text, and Course Exams.

One of the main concerns of learners was the lack of closer ties between the television, text and course examination:

> The TV segments could more closely follow the textbook material as more of a learning thing--more connected with the test questions. The TV programs were interesting but I dind't find them really helpful when it came to answering the test questions.

> Space the TV segments farther apart or more for each lesson. Prepare a paper or outline for student to use with TV. Even a short test over it (for learning) as done in newspaper segment.

> I would like to see the TV programs offer more help toward most important parts of course and also include some of what will be found in the exams. Some lessons seemed better than others in this respect.

> The TV series on this course was a disappointment and I did not feel I had missed anything if I couldn't watch it. Over exaggerated acting did nothing to get the point across, I do not feel adult students need this type of dramatization.

> Either lectures or TV or on rented cassettes.

> Yes, if the TV program can't be expanded to an hour for inclusion of lectures, then it would be nice to have cassette tape recording especially for upgrading the students vocabulary.

One learner suggested several related improvements.

> Drop the TV programs. Concentrate on the text. Expand the study guide and self-tests, especially the additional reading portions. You might also require a couple of small papers during the course.

6.2 Make Recommended Readings Accessible.

The use of recommended readings in the course caused a problem for some learners. For example,

> I didn't use any recommended readings, because they were not locally available, or if ordered through the library came weeks too late. I would have liked to see some more readings of importance reproduced in the study guide.
>
> Our library didn't have much of the supplementary readings. Some I had. Some I bought. Could you send listings to our libraries where we will be taking tests?

6.3 Break Instruction Down Into More Manageable Segments

Other learners thought the amount of material covered in some units, especially Units 7-9, could be broken into smaller segments or could have more time allotted to cover the material. For example:

> Watch the areas where it seemed crammed. I am thinking of the comparison of the systems in motivations, personality, and social and moral development segments. It seemed to move too fast with too much and I got a little up tight.
>
> I think the units had too much material to cover. It made for a lot of reading and trying to remember.
>
> The introduction to the many personality theorists was quite difficult to keep categorized as to which theory contained what, except Freud. Maybe it was because the others were new to me, but if this section could be presented in such a way as to bring out the others more, it would help.
>
> The comparisons between the theories of personality development was especially difficult to me. More materials on these theories would be helpful.
>
> Just one--the test with Freudian theories and other theories--was really difficult. Perhaps splitting up those chapters on two different tests would be easier.

6.4 Permit Pace Slower then Television Broadcast Schedule

As evidenced through responses to unit evaluation forms, some learners thought the course should be scheduled at a slower pace. Similar comments were made on the end-of-course evaluation form. For example,

> A slower pace would have been easier for me.
>
> Give the students a week off to study for an exam.
>
> I think the course is very good but seemed to go too fast for a deep subject.

> I think that having some time to study between the third lesson and the test would have been helpful.

6.5 Reschedule Television Broadcasts

The rescheduling of television broadcasts was mentioned by these two learners as a possible course improvement.

> It would have helped me if the three TV programs for each unit had been shown in one block and then repeated one a week rather than the same program being repeated two times in the same week. The person who is gone for one whole week is out of luck with the TV program for that week, also the person who wants to work ahead is held back waiting on the next week's program.
>
> Better timing of TV shows. They were broadcast at a time where most mothers are involved with mealtimes.

6.6 Add More Learning Centers

A better distribution of learning centers was another concern for improved delivery:

> Having a learning center in North Platte!
>
> More learning centers spread across the state.

6.7 Design More Faculty-Student Interaction Into Program

In addition to lack of desired contact with learning centers, several learners expressed a need for more contact with course faculty and other learners:

> Have someone talk to each of the students at least once.
>
> While I am generally pleased with my test grades, I feel the course would have been better understood had I attended more of the discussion groups. (Perhaps I could have made an "A").
>
> One day, per each unit, if a teacher was available to answer questions (as a group) before each test and help go over the unit. I know Dr. Flanagan would have done this with me if I would have asked but never thought of it till this question was asked.

I needed a resource person who I could review with and who could explain concepts. My teachers tried to help me but few were acquainted with the "jargon." However, my teachers and the administration were interested in the course. I do think that daytime TV segments would be valuable--a man came to the school and discussed this with my principal. Encourage active or working high school students to take the second course offering when activities have slowed down. I think "Making Your Money Count" would be great for high school students. Courses in Ag. & Bio. would be appreciated.

Only trying to involve students more actually in discussion. I feel there's a need for the psychology course to have an instructor in a classroom two or three times through the course.

Improve personal touch by professors. Possibly set up monthly meeting at the closer centers (Fremont, in my case). Maybe arrange meetings by college professors (Midland).

This course is difficult taken when you cannot get in touch with other students and teachers to be in discussion groups.

Perhaps more opportunities to talk with instructor and students as a group.

I think the study guide could be improved to be more of a workbook with room to jot down notes from TV programs and take notes from text. I was ready to start in September and then again in January. If the end of programs had not extended into summer I probably would have enrolled in a second course.

I was pushed for time, always. I couldn't have possibly kept up without the Christmas break, think you needed one at Thanksgiving. I strongly needed somebody, teacher or students, to talk with; about ideas and theories. Felt very isolated by not being able to talk with someone about the material being studied. Wished there were small study and discussion groups. I know <u>definitely</u> the meaning of <u>anxiety</u>.

I think more outstate meetings would be helpful. It helped me to talk to other students and the staff. The records were not good. I think tapes would be better. Could tapes be rented? The records had two voices coming through at the same time.

6.8 Improve Course Exams and Feedback About Performance

Improvements in course examinations and performance feedback were suggested by these learners:

> The way some of the questions were worded were confusing, on the exam. It would be helpful to evaluate our corrected exam.
>
> It would be helpful to be able to see what specific questions you missed on your tests.
>
> Get test results back quicker. Be more specific as to wrong answers.
>
> Could the results of tests be returned a little faster with more specific information about questions missed? When it takes three weeks for a test score, you have forgotten much of the material covered by the test, and have little idea of what you failed to grasp. I feel the course covered too much material in the length of time for one to really comprehend all of the information offered.
>
> The test questions were very specific. These areas should be brought out on TV and the broad areas should be left up to student to know.
>
> Not especially--feel I could have done better on tests if I'd had more time.
>
> Suggest to librarians that tests either be taken outside of regular hours or that they maintain silence in the building throughout testing. Some questions on the tests were very unclear or offered a number of possibilities. The quizzes in the newspaper were much too simple and of no value. More quiz questions should have been included in the study guide and also questions for review of the whole chapter would have been helpful.
>
> I have two complaints. 1) the trial tests are much <u>easier</u> than the actual test. They should be harder. 2) the grading is way too slow. There were times when I was ready to take my next psychology test and hadn't received my grade from the previous one. This is discouraging.
>
> Would like more information about test results taken at library. Has helped calling SUN and asking about questions missed.
>
> It would be a great help if, after a student has taken a test, the instructor would tell him which questions he missed so he had an idea of the area he had not understood in the material he was being tested for.

> I took the course mainly to see if I could still study but I learned from my grades I couldn't. Going thru the test had a hard time remembering exactly which was right and saw where I concentrated too much on certain other things. Anyway, I enjoyed the course and learned a lot, I think, to help in dealings with others. If I do ever take another course, it will not be on a grading level. My 14-year old son watched the TV programs and decided if that was college-level education, he wanted no part of it in his words it was "dumb" and he was sure the people taking the course were smarter than the TV segments.

6.9 Minority Report: No Course Changes Necessary

A small number of learners would not make any changes to the course. For example,

> I feel this course was very well prepared and found it to be most interesting and without too much difficulty.
>
> No, I think the course was well planned.
>
> I think you are doing fine.
>
> I really felt that all the instructional aids were of good value and I thought each was of equal importance in its place. I had some difficulty with the course testing, I think it was because the answers to the test questions seemed hard for me to remember. I imagine this was because I had been away from schooling for so long.

Finally, in looking forward to other SUN courses, this comment was made:

> I would like to see the SUN program include some generally accepted first semester courses, easily transferable (e.g., English, Speech, Biology, Math, etc.)

APPENDIX A

LEARNER RESPONSES TO UNIT EVALUATION FORMS FOR SUN'S SECOND DELIVERY OF INTRODUCTORY PSYCHOLOGY

INTRODUCTORY PSYCHOLOGY UNIT EVALUATION FORM

In order to improve SUN courses, we need your reactions to this unit of the course. We will be using this information to make necessary changes and revisions in the course. Please complete the items below. A comment section follows each item so that you can elaborate on your response, if you so desire. Your answers will not affect your grade or evaluation of your performance in any way. Furthermore, the information will be handled confidentially and no names of students will be reported in the findings. A self-addressed, stamped envelope is enclosed for return of the completed form. Thank you for helping us.

Name _____ Unit number _____ Date _____

1. I found the directions given in the study guide for this unit: (mark one) (N=147)

   (11) too general (8%)
   (134) just right in detail (91%)
   (2) too specific (1%)

   Comment:

2. The order of components I used in my study during this unit were: (mark one) (N=152)

   (15) television, text, newspaper (10%)
   (47) text, newspaper, television (31%)
   (20) newspaper, television, text (13%)
   (17) television, newspaper, text (11%)
   (25) text, television, newspaper (16%)
   (19) newspaper, text, television (13%)
   (9) _____ (6%)
   (other, please specify)

   Comment:

3. During this unit, I had contact with: (mark one or more) (N=152)

   (0) other students in the course, over the telephone (0%)
   (0) other students in the course, at the learning center (0%)
   (15) other students in the course, at a home or other place in the community (10%)
   (13) course faculty, through the toll-free telephone line (9%)
   (3) course faculty, at the learning center (2%)
   (1) course faculty, through a personal letter (not a form letter) (1%)
   (0) course faculty, at library or other place in the community (0%)
   (17) learning center staff, over the telephone (11%)
   (13) learning center staff, at the learning center (9%)
   (0) learning center staff, at library or other place in the community (0%)
   (2) learning center staff, through a personal letter (1%)
   (2) SUN administrators, over the telephone (1%)
   (0) SUN administrators, at the learning center (0%)
   (0) SUN administrators, through a personal letter (0%)

   Comment:

A total of 152 Unit Evaluation Forms were returned.
Introductory Psychology consisted of 15 units.

4. I found that illustrations in the text during this unit: (mark one) (N=151)

(121) helped clarify the reading material (80%)
(24) didn't add anything to the reading material (16%)
(6) confused the reading material (4%)

Comment:

5. During this unit, I used the Course-at-a-Glance: (mark one) (N=151)

(27) not at all (18%)
(42) once (28%)
(34) twice (22%)
(48) more than twice (32%)

Comment:

6. I found the television program for this unit: (mark one) (N=137)

(5) not informative or pleasurable (3%)
(11) pleasurable, but not informative (8%)
(12) informative, but not pleasurable(9%)
(109) informative and pleasurable (80%)

Comment:

7. I felt that the TV material was: (mark one) (N=138)

(10) a repeat of the text material (7%)
(99) partly the same as and partly different from the text material (72%)
(29) different from the text material (21%)

Comment:

8. For this unit, I think that the TV material should be: (mark one) (N=139)

(35) a repeat of the text material (25%)
(93) partly the same as and partly different from the text material (67%)
(11) different from the text material (8%)

Comment:

9. The television broadcast schedule: (mark one) (N=144)

(90) helped me to pace my study during this unit (62%)
(53) did not serve as a pacer for my study (37%)
(1) interferred with progressing at my own rate (1%)

Comment:

10. Information which I could have used in this unit and did not obtain was: (please complete)

11. If I could change one thing about this unit, it would be: (please complete)

APPENDIX B

DATA SUMMARIES OF UNIT EVALUATION FORM RESPONSES FOR FIRST SUN'S DELIVERY OF INTRODUCTORY PSYCHOLOGY

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #1: Overall, how would you rate this unit?

Unit	(1) Excellent	(2) Very Good	(3) Good	(4) Fair	(5) Poor	Total	Md	Mn	s.d.
1	8(15.1%)	29(54.7%)	12(22.6%)	4(07.5%)	0(0.0%)	53(100%)	2.14	2.23	.80
2	17(32.1%)	20(37.7%)	12(22.6%)	3(05.7%)	1(1.9%)	53(100%)	1.98	2.08	.98
3	20(23.0%)	46(52.9%)	18(20.7%)	3(03.4%)	0(0.0%)	87(100%)	2.01	2.05	.76
4	8(25.0%)	15(46.9%)	8(25.0%)	1(03.1%)	0(0.0%)	32(100%)	2.03	2.06	.80
5	7(24.1%)	14(48.3%)	3(10.3%)	5(17.2%)	0(0.0%)	29(100%)	2.04	2.21	1.01
6	4(15.4%)	10(38.5%)	7(26.9%)	4(15.4%)	1(3.8%)	26(100%)	2.40	2.54	1.07
7	2(11.8%)	5(29.4%)	8(47.1%)	1(05.9%)	1(5.9%)	17(100%)	2.69	2.65	1.00
8	6(13.6%)	16(36.4%)	16(36.4%)	5(11.4%)	1(2.3%)	44(100%)	2.50	2.52	.95
9	2(09.1%)	11(50.0%)	7(31.8%)	0(00.0%)	2(9.1%)	22(100%)	2.32	2.50	1.01
10	5(26.3%)	11(57.9%)	2(10.5%)	1(05.3%)	0(0.0%)	19(100%)	1.91	1.95	.78
11	7(41.2%)	6(35.3%)	4(23.5%)	0(00.0%)	0(0.0%)	17(100%)	1.75	1.82	.81
12	5(41.7%)	2(16.7%)	4(33.3%)	1(08.3%)	0(0.0%)	12(100%)	2.00	2.08	1.08
13	7(30.4%)	8(34.8%)	5(21.7%)	3(13.0%)	0(0.0%)	23(100%)	2.06	2.17	1.03
14	1(10.0%)	4(40.0%)	3(30.0%)	2(20.0%)	0(0.0%)	10(100%)	2.50	2.60	.97
15	2(22.2%)	3(33.3%)	4(44.4%)	0(00.0%)	0(0.0%)	9(100%)	2.33	2.22	.83
Total	101(22.3%)	200(44.2%)	113(24.9%)	33(07.3%)	6(1.3%)	453(100%)	2.13	2.21	.92

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #2: How would you rate the overall clarity of the content?

Unit	(1) Exceptionally Clear	(2) Very Clear	(3) Reasonably Clear	(4) Unclear	(5) Very Unclear	Total	Md	Mn	s.d.
1	2(03.8%)	16(30.2%)	31(58.5%)	3(05.7%)	1(01.9%)	53(100%)	2.77	2.72	.72
2	3(05.7%)	16(30.2%)	29(54.7%)	5(09.4%)	0(00.0%)	53(100%)	2.76	2.68	.73
3	10(11.4%)	21(23.9%)	49(55.7%)	8(09.1%)	0(00.0%)	88(100%)	2.77	2.63	.81
4	3(09.4%)	11(34.4%)	17(53.1%)	1(03.1%)	0(00.0%)	32(100%)	2.62	2.50	.72
5	1(03.4%)	5(17.2%)	22(75.9%)	1(03.4%)	0(00.0%)	29(100%)	2.89	2.79	.56
6	0(00.0%)	8(30.8%)	17(65.4%)	1(03.8%)	0(00.0%)	26(100%)	2.79	2.73	.53
7	1(05.9%)	6(35.3%)	7(41.2%)	3(17.6%)	0(00.0%)	17(100%)	2.71	2.71	.85
8	1(02.3%)	12(27.9%)	26(60.5%)	4(09.3%)	0(00.0%)	43(100%)	2.83	2.77	.65
9	0(00.0%)	4(18.2%)	14(63.6%)	3(13.6%)	1(04.5%)	22(100%)	3.00	3.05	.72
10	2(10.5%)	10(52.6%)	6(31.6%)	1(05.3%)	0(00.0%)	19(100%)	2.25	2.32	.75
11	1(05.9%)	13(76.5%)	2(11.8%)	1(05.9%)	0(00.0%)	17(100%)	2.08	2.18	.64
12	3(25.0%)	4(33.3%)	4(33.3%)	1(08.3%)	0(00.0%)	12(100%)	2.25	2.25	.97
13	3(13.0%)	13(56.5%)	6(26.1%)	1(04.3%)	0(00.0%)	23(100%)	2.15	2.22	.74
14	0(00.0%)	3(30.0%)	6(60.0%)	0(00.0%)	1(10.0%)	10(100%)	3.00	2.90	.88
15	1(11.1%)	3(33.3%)	5(55.6%)	0(00.0%)	0(00.0%)	9(100%)	--	2.44	.73
Total	31(06.8%)	145(32.0%)	241(53.2%)	33(07.3%)	30(0.7%)	453(100%)	2.71	2.63	.96

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #3: How did you find the overall pacing of the materials?

Unit	(1) Too Fast	(2) Somewhat Fast	(3) Just Right	(4) Somewhat Slow	(5) Too Slow	Total	Md	Mn	s.d.
1	3(05.7%)	26(49.1%)	23(43.4%)	1(1.9%)	0(0%)	53(100%)	2.40	2.42	.63
2	17(32.1%)	19(35.8%)	17(32.1%)	0(0.0%)	0(0%)	53(100%)	2.00	2.00	.81
3	12(14.0%)	39(45.3%)	34(39.5%)	1(1.2%)	0(0%)	86(100%)	2.30	2.28	.71
4	2(06.3%)	10(31.3%)	20(62.5%)	0(0.0%)	0(0%)	32(100%)	--	2.56	.62
5	9(31.0%)	13(44.8%)	6(20.7%)	1(3.4%)	0(0%)	29(100%)	1.92	1.97	.82
6	0(00.0%)	8(30.8%)	16(61.5%)	2(7.7%)	0(0%)	26(100%)	2.81	2.77	.59
7	1(05.9%)	4(23.5%)	11(64.7%)	1(5.9%)	0(0%)	17(100%)	2.82	2.71	.69
8	5(11.4%)	22(50.0%)	15(34.1%)	2(4.5%)	0(0%)	44(100%)	2.27	2.32	.74
9	11(50.0%)	8(36.4%)	2(09.1%)	1(4.5%)	0(0%)	22(100%)	--	1.68	.84
10	1(05.3%)	5(26.3%)	13(68.4%)	0(0.0%)	0(0%)	19(100%)	--	2.63	.60
11	1(05.9%)	4(23.5%)	12(70.6%)	0(0.0%)	0(0%)	17(100%)	--	2.65	.61
12	0(00.0%)	5(41.7%)	7(58.3%)	0(0.0%)	0(0%)	12(100%)	--	2.58	.52
13	2(08.7%)	3(13.0%)	18(78.3%)	0(0.0%)	0(0%)	23(100%)	--	2.70	.64
14	2(20.0%)	1(10.0%)	7(70.0%)	0(0.0%)	0(0%)	10(100%)	--	2.50	.85
15	0(00.0%)	2(22.2%)	7(77.8%)	0(0.0%)	0(0%)	9(100%)	--	2.78	.44
Total	66(14.6%)	169(37.4%)	208(46.0%)	9(2.0%)	0(0%)	452(100%)	2.45	2.35	.75

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #4: The material in this unit is:

Unit	(1) Very Difficult	(2) Somewhat Difficult	(3) Just Right	(4) Somewhat Easy	(5) Very Easy	Total	Md	Mn	s.d.
1	2(03.8%)	31(58.5%)	17(32.1%)	3(05.7%)	0(0%)	53(100%)	2.29	2.40	.66
2	18(34.0%)	26(49.1%)	9(17.0%)	0(00.0%)	0(0%)	53(100%)	1.83	1.83	.70
3	9(10.2%)	64(72.7%)	14(15.9%)	1(01.1%)	0(0%)	88(100%)	2.05	2.08	.55
4	0(00.0%)	21(65.6%)	11(34.4%)	0(00.0%)	0(0%)	32(100%)	--	2.34	.48
5	8(27.6%)	21(72.4%)	0(00.0%)	0(00.0%)	0(0%)	29(100%)	--	1.72	.46
6	1(04.0%)	15(60.0%)	8(32.0%)	1(04.0%)	0(0%)	25(100%)	2.27	2.36	.64
7	2(11.8%)	10(58.8%)	5(29.4%)	0(00.0%)	0(0%)	17(100%)	2.15	2.18	.64
8	10(22.7%)	28(63.6%)	6(13.6%)	0(00.0%)	0(0%)	44(100%)	1.93	1.91	.60
9	9(40.9%)	12(54.5%)	1(04.5%)	0(00.0%)	0(0%)	22(100%)	1.67	1.64	.58
10	1(05.3%)	8(42.1%)	9(47.4%)	1(05.3%)	0(0%)	19(100%)	2.56	2.53	.70
11	0(00.0%)	4(23.5%)	11(64.7%)	2(11.8%)	0(0%)	17(100%)	2.91	2.88	.60
12	1(08.3%)	4(33.3%)	7(58.3%)	0(00.0%)	0(0%)	12(100%)	--	2.50	.67
13	1(04.3%)	7(30.4%)	9(39.1%)	6(26.1%)	0(0%)	23(100%)	2.89	2.87	.87
14	2(20.0%)	3(30.0%)	4(40.0%)	1(10.0%)	0(0%)	10(100%)	2.50	2.40	.97
15	0(00.0%)	5(55.6%)	4(44.4%)	0(00.0%)	0(0%)	9(100%)	--	2.44	.53
Total	64(14.1%)	259(57.2%)	115(25.4%)	15(03.3%)	0(0%)	453(100%)	2.13	2.18	.71

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #5: How interesting is this unit?

Unit	(1) Very Interesting	(2) Fairly Interesting	(3) Neutral	(4) Not Very Interesting	(5) Boring	Total	Md	Mn	s.d.
1	22(41.5%)	26(49.1%)	3(05.7%)	2(03.8%)	0(0.0%)	53(100%)	1.67	1.72	.74
2	33(62.3%)	15(28.3%)	4(07.5%)	1(01.9%)	0(0.0%)	53(100%)	--	1.51	.80
3	54(61.4%)	27(30.7%)	6(06.8%)	1(01.1%)	0(0.0%)	88(100%)	--	1.48	.68
4	19(59.4%)	12(37.5%)	1(03.1%)	0(00.0%)	0(0.0%)	32(100%)	--	1.44	.56
5	12(41.4%)	12(41.4%)	4(13.8%)	1(03.4%)	0(0.0%)	29(100%)	1.71	1.79	.82
6	11(42.3%)	8(30.8%)	5(19.2%)	1(03.8%)	1(3.8%)	26(100%)	1.75	1.96	1.08
7	3(17.6%)	9(52.9%)	3(17.6%)	1(05.9%)	1(5.9%)	17(100%)	2.11	2.29	1.05
8	14(31.8%)	19(43.2%)	6(13.6%)	4(09.1%)	1(2.3%)	44(100%)	1.92	2.07	1.02
9	9(40.9%)	8(36.4%)	3(13.6%)	0(00.0%)	2(9.1%)	22(100%)	1.75	2.00	1.20
10	8(42.1%)	9(47.4%)	1(05.3%)	1(05.3%)	0(0.0%)	19(100%)	1.67	1.74	.81
11	11(64.7%)	4(23.5%)	2(11.8%)	0(00.0%)	0(0.0%)	17(100%)	--	1.47	.72
12	5(41.7%)	5(41.7%)	1(08.3%)	0(00.0%)	1(8.3%)	12(100%)	1.70	1.92	1.16
13	10(43.5%)	11(47.8%)	2(08.7%)	0(00.0%)	0(0.0%)	23(100%)	1.64	1.65	.65
14	4(40.0%)	4(40.0%)	1(10.0%)	1(10.0%)	0(0.0%)	10(100%)	1.75	1.90	.99
15	6(66.7%)	2(22.2%)	1(11.1%)	0(00.0%)	0(0.0%)	9(100%)	--	1.44	.73
Total	221(48.7%)	171(37.7%)	43(09.5%)	12(02.6%)	7(1.5%)	454(100%)	1.54	1.71	.86

UNIT EVALUATION FORM
INTRODUCTION PSYCHOLOGY--FIRST OFFERING BY SUN

Item #6: How many hours did you spend on this unit (including TV presentation)?

Unit	(1) 1-3 hours	(2) 4-6 hours	(3) 7-9 hours	(4) 10-12 hours	(5) 13-15 hours	(6) More than 15	Total	Md	Mn	s.d.
1	13(25.0%)	27(51.9%)	6(11.5%)	5(09.6%)	0(00.0%)	1(01.9%)	52(100%)	1.98	2.14	1.03
2	6(11.3%)	22(41.5%)	13(24.5%)	6(11.3%)	2(03.0%)	4(07.5%)	53(100%)	2.43	2.77	1.34
3	5(05.7%)	34(38.6%)	22(25.0%)	12(13.6%)	6(06.8%)	9(10.2%)	88(100%)	2.73	3.08	1.40
4	6(18.8%)	15(46.9%)	7(21.9%)	2(06.3%)	1(03.1%)	1(03.1%)	32(100%)	2.17	2.38	1.16
5	0(00.0%)	10(34.5%)	9(31.0%)	6(20.7%)	0(00.0%)	4(13.8%)	29(100%)	3.00	3.28	1.33
6	9(34.6%)	8(30.8%)	6(23.1%)	1(03.8%)	1(03.8%)	1(03.8%)	26(100%)	2.00	2.23	1.31
7	4(23.5%)	9(52.9%)	1(05.9%)	1(05.9%)	0(00.0%)	2(11.8%)	17(100%)	2.00	2.41	1.54
8	5(11.4%)	15(34.1%)	10(22.7%)	2(04.5%)	3(06.8%)	9(20.5%)	44(100%)	2.70	3.23	1.72
9	0(00.0%)	4(18.2%)	8(36.4%)	2(09.1%)	2(09.1%)	6(27.3%)	22(100%)	3.38	3.91	1.54
10	3(15.8%)	12(63.2%)	3(15.8%)	1(05.3%)	0(00.0%)	0(00.0%)	19(100%)	2.04	2.11	.74
11	5(29.4%)	6(35.3%)	2(11.8%)	3(17.6%)	0(00.0%)	1(05.9%)	17(100%)	2.08	2.41	1.42
12	0(00.0%)	4(33.3%)	3(25.0%)	1(08.3%)	3(25.0%)	1(08.3%)	12(100%)	3.17	3.50	1.45
13	7(31.8%)	7(31.8%)	3(13.6%)	2(09.1%)	2(09.1%)	1(04.5%)	22(100%)	2.07	2.46	1.50
14	2(20.0%)	6(60.0%)	1(10.0%)	1(10.0%)	0(00.0%)	0(00.0%)	10(100%)	2.00	2.10	.88
15	1(11.1%)	6(66.7%)	0(00.0%)	2(22.2%)	0(00.0%)	0(00.0%)	9(100%)	2.38	2.33	1.00
Total	66(14.6%)	185(40.9%)	94(20.8%)	47(10.4%)	20(04.4%)	40(08.8%)	452(100%)	2.37	2.76	1.42

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #7: I learned:

Unit	(1) A Great Deal	(2) Some	(3) Not Much	(4) Nothing	Total	Md	Mn	s.d.
1	24(45.3%)	29(54.7%)	0(0.0%)	0(00.0%)	53(100%)	--	1.55	.50
2	36(67.9%)	15(28.3%)	2(3.8%)	0(00.0%)	53(100%)	--	1.36	.56
3	67(76.1%)	21(23.9%)	0(0.0%)	0(00.0%)	88(100%)	--	1.24	.43
4	26(81.3%)	6(18.7%)	0(0.0%)	0(00.0%)	32(100%)	--	1.19	.40
5	15(55.6%)	12(44.4%)	0(0.0%)	0(00.0%)	27(100%)	--	1.44	.51
6	15(57.7%)	10(38.5%)	1(3.8%)	0(00.0%)	26(100%)	--	1.46	.58
7	4(23.5%)	13(76.5%)	0(0.0%)	0(00.0%)	17(100%)	--	1.77	.44
8	23(52.3%)	19(43.2%)	2(4.5%)	0(00.0%)	44(100%)	--	1.52	.59
9	13(59.1%)	7(31.8%)	1(4.5%)	1(04.5%)	22(100%)	--	1.55	.80
10	9(47.4%)	10(52.6%)	0(0.0%)	0(00.0%)	19(100%)	--	1.53	.51
11	12(70.6%)	4(23.5%)	1(5.9%)	0(00.0%)	17(100%)	--	1.35	.61
12	7(58.3%)	4(33.3%)	1(8.3%)	0(00.0%)	12(100%)	--	1.50	.67
13	9(39.1%)	12(52.2%)	2(8.7%)	0(00.0%)	23(100%)	1.71	1.70	.64
14	6(60.0%)	3(30.0%)	0(0.0%)	1(10.0%)	10(100%)	--	1.60	.97
15	3(33.3%)	6(66.7%)	0(0.0%)	0(00.0%)	9(100%)	--	1.67	.50
Total	269(59.5%)	171(37.8%)	10(2.2%)	2(00.4%)	452(100%)	--	1.44	.56

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #8: What I learned is:

Unit	(1) Very Important	(2) Important	(3) Generally Unimportant	A Waste	Total	Md	Mn	s.d.
1	13(25.0%)	35(67.3%)	4(07.7%)	0(0.0%)	52(100%)	1.87	1.83	.55
2	17(32.1%)	36(67.9%)	0(00.0%)	0(0.0%)	53(100%)	--	1.68	.47
3	17(19.3%)	71(80.7%)	0(00.0%)	0(0.0%)	88(100%)	--	1.81	.40
4	8(25.0%)	24(75.0%)	0(00.0%)	0(0.0%)	32(100%)	--	1.75	.44
5	5(17.9%)	21(75.0%)	2(07.1%)	0(0.0%)	28(100%)	1.93	1.89	.50
6	1(03.8%)	20(76.9%)	5(19.2%)	0(0.0%)	26(100%)	2.10	2.15	.46
7	3(17.6%)	13(76.5%)	1(05.9%)	0(0.0%)	17(100%)	1.92	1.88	.49
8	11(25.0%)	26(59.1%)	7(15.9%)	0(0.0%)	44(100%)	1.92	1.91	.64
9	7(31.8%)	12(54.5%)	2(09.1%)	1(4.5%)	22(100%)	1.83	1.86	.77
10	3(15.8%)	15(78.9%)	1(05.3%)	0(0.0%)	19(100%)	1.93	1.90	.46
11	7(41.2%)	9(52.9%)	1(05.9%)	0(0.0%)	17(100%)	1.67	1.65	.61
12	3(25.0%)	9(75.0%)	0(00.0%)	0(0.0%)	12(100%)	--	1.75	.45
13	6(26.1%)	16(69.6%)	1(04.3%)	0(0.0%)	23(100%)	1.84	1.78	.52
14	2(20.0%)	7(70.0%)	1(10.0%)	0(0.0%)	10(100%)	1.93	1.90	.57
15	2(22.2%)	7(77.8%)	0(00.0%)	0(0.0%)	9(100%)	--	1.78	.44
Total	105(23.2%)	321(71.0%)	25(05.5%)	1(0.2%)	452(100%)	1.88	1.83	.52

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #9: Total amount of work is:

Unit	(1) Too Much	(2) Just Right	(3) Too Little	Total	Md	Mn	s.d.
1	10(19.2%)	42(80.8%)	0(0.0%)	52(100%)	--	1.81	.40
2	19(38.0%)	31(62.0%)	0(0.0%)	50(100%)	--	1.62	.49
3	25(30.5%)	57(69.5%)	0(0.0%)	82(100%)	--	1.70	.46
4	7(23.3%)	23(76.7%)	0(0.0%)	30(100%)	--	1.77	.43
5	14(48.3%)	15(51.7%)	0(0.0%)	29(100%)	--	1.52	.51
6	4(15.4%)	20(76.9%)	2(7.7%)	26(100%)	1.95	1.92	.48
7	3(18.8%)	13(81.3%)	0(0.0%)	16(100%)	--	1.81	.40
8	19(45.2%)	23(54.8%)	0(0.0%)	42(100%)	--	1.55	.50
9	19(90.5%)	2(09.5%)	0(0.0%)	21(100%)	--	1.10	.30
10	2(10.5%)	17(89.5%)	0(0.0%)	19(100%)	--	1.90	.32
11	2(14.3%)	12(85.7%)	0(0.0%)	14(100%)	--	1.86	.36
12	3(25.0%)	9(75.0%)	0(0.0%)	12(100%)	--	1.75	.45
13	3(13.0%)	19(82.6%)	1(4.3%)	23(100%)	1.95	1.91	.42
14	2(20.0%)	8(80.0%)	0(0.0%)	10(100%)	--	1.80	.42
15	1(11.1%)	8(88.9%)	0(0.0%)	9(100%)	--	1.89	.33
Total	133(30.6%)	299(68.7%)	3(0.7%)	435(100%)	1.78	1.70	.47

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #10a: How helpful did you find the 'newspaper' resource in this unit?

Unit	(1) Very Helpful	(2) Helpful	(3) Not Helpful	Total	Md	Mn	s.d.
1	20(37.7%)	28(52.8%)	5(09.4%)	53(100%)	1.73	1.72	.63
2	18(36.0%)	29(58.0%)	3(06.0%)	50(100%)	1.74	1.70	.58
3	28(32.2%)	49(56.3%)	10(11.5%)	87(100%)	1.82	1.79	.63
4	6(20.7%)	19(65.5%)	4(13.8%)	29(100%)	1.95	1.93	.59
5	6(22.2%)	17(63.0%)	4(14.8%)	27(100%)	1.94	1.93	.62
6	4(18.3%)	16(72.7%)	2(09.1%)	22(100%)	1.94	1.91	.53
7	3(23.1%)	8(61.5%)	2(15.4%)	13(100%)	1.94	1.92	.64
8	9(22.5%)	23(57.5%)	8(20.0%)	40(100%)	1.98	1.98	.66
9	2(09.5%)	11(52.4%)	8(38.1%)	21(100%)	2.27	2.29	.64
10	6(35.3%)	8(47.1%)	3(17.6%)	17(100%)	1.81	1.82	.73
11	4(25.0%)	9(56.3%)	3(18.8%)	16(100%)	1.94	1.94	.68
12	2(16.7%)	7(58.3%)	3(25.0%)	12(100%)	2.07	2.08	.67
13	6(27.3%)	12(54.5%)	4(18.2%)	22(100%)	1.92	1.91	.68
14	3(30.0%)	6(60.0%)	1(10.0%)	10(100%)	1.83	1.80	.63
15	3(33.3%)	5(55.6%	1(11.1%)	9(100%)	1.80	1.78	.67
Total	120(28.0%)	247(57.7%)	61(14.3%)	428(100%)	1.88	1.86	.64

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #10b: How helpful did you find the 'television' resource in this unit?

Unit	(1) Very Helpful	(2) Helpful	(3) Not Helpful	Total	Md	Mn	s.d.
1	15(31.3%)	24(50.0%)	9(18.8%)	48(100%)	1.88	1.88	.70
2	24(48.0%)	25(50.0%)	1(02.0%)	50(100%)	1.54	1.54	.54
3	37(44.6%)	38(45.8%)	8(09.6%)	83(100%)	1.62	1.65	.65
4	9(30.0%)	18(60.0%)	3(10.0%)	30(100%)	1.83	1.80	.61
5	6(23.1%)	15(57.7%)	5(19.2%)	26(100%)	1.97	1.96	.66
6	8(34.8%)	10(43.5%)	5(21.7%)	23(100%)	1.85	1.87	.76
7	3(25.0%)	7(58.3%)	2(16.7%)	12(100%)	1.93	1.92	.67
8	7(17.5%)	24(60.0%)	9(22.5%)	40(100%)	2.04	2.05	.64
9	2(11.1%)	9(50.0%)	7(38.9%)	18(100%)	2.28	2.28	.67
10	8(47.1%)	6(35.3%)	3(17.6%)	17(100%)	1.58	1.71	.77
11	4(26.7%)	10(66.7%)	1(06.7%)	15(100%)	1.85	1.80	.56
12	7(58.3%)	4(33.3%)	1(08.3%)	12(100%)	--	1.50	.67
13	5(23.8%)	11(52.4%)	5(23.8%)	21(100%)	2.00	2.00	.71
14	1(10.0%)	7(70.0%)	2(20.0%)	10(100%)	2.07	2.10	.57
15	2(22.2%)	7(77.8%)	0(00.0%)	9(100%)	--	1.78	.44
Total	138(33.3%)	215(51.9%)	61(14.7%)	414(100%)	1.82	1.81	.67

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #10c: How helpful did you find the 'text' resource in this unit?

Unit	(1) Very Helpful	(2) Helpful	(3) Not Helpful	Total	Md	Mn	s.d.
1	26(55.3%)	21(44.7%)	0(00.0%)	47(100%)	--	1.45	.50
2	25(61.0%)	16(39.0%)	0(00.0%)	41(100%)	--	1.39	.49
3	40(54.8%)	33(45.2%)	0(00.0%)	73(100%)	--	1.45	.50
4	13(54.2%)	11(45.8%)	0(00.0%)	24(100%)	--	1.46	.51
5	19(79.2%)	5(20.8%)	0(00.0%)	24(100%)	--	1.21	.42
6	15(65.2%)	8(34.8%)	0(00.0%)	23(100%)	--	1.35	.49
7	12(80.0%)	3(20.0%)	0(00.0%)	15(100%)	--	1.20	.41
8	25(65.8%)	12(31.6%)	1(02.6%)	38(100%)	--	1.37	.54
9	12(70.6%)	4(23.5%)	1(05.9%)	17(100%)	--	1.35	.61
10	11(84.6%)	2(15.4%)	0(00.0%)	13(100%)	--	1.15	.38
11	12(80.0%)	3(20.0%)	0(00.0%)	15(100%)	--	1.20	.41
12	9(81.8%)	2(18.2%)	0(00.0%)	11(100%)	--	1.18	.41
13	13(65.0%)	7(35.0%)	0(00.0%)	20(100%)	--	1.35	.49
14	7(70.0%)	3(30.0%)	0(00.0%)	10(100%)	--	1.30	.48
15	4(44.4%)	5(55.6%)	0(00.0%)	9(100%)	--	1.56	.33
Total	243(63.9%)	135(35.5%)	2(00.5%)	380(100%)	--	1.37	.49

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #10d: How helpful did you find the 'optional readings' resource in this unit?

Unit	(1) Very Helpful	(2) Helpful	(3) Not Helpful	Total	Md	Mn	s.d.
1	0 (00.0%)	3(100.0%)	0 (00.0%)	3(100%)	--	2.00	.00
2	3 (60.0%)	2 (40.0%)	0 (00.0%)	5(100%)	--	1.40	.55
3	2 (22.2%)	7 (77.8%)	0 (00.0%)	9(100%)	--	1.78	.44
4	1(100.0%)	0 (00.0%)	0 (00.0%)	1(100%)	--	1.00	.00
5	0 (00.0%)	1(100.0%)	0 (00.0%)	1(100%)	--	2.00	.00
6	1(100.0%)	0 (00.0%)	0 (00.0%)	1(100%)	--	1.00	.00
7	1(100.0%)	0 (00.0%)	0 (00.0%)	1(100%)	--	1.00	.00
8	0 (00.0%)	2(100.0%)	0 (00.0%)	2(100%)	--	2.00	.00
9	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (0%)	--	--	--
10	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (0%)	--	--	--
11	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (0%)	--	--	--
12	1 (33.3%)	1 (33.3%)	1 (33.3%)	3(100%)	2.00	2.00	1.00
13	0 (00.0%)	0 (00.0%)	1(100.0%)	1(100%)	--	3.00	.00
14	0 (00.0%)	1 (33.3%)	2 (66.7%)	3(100%)	--	2.67	.58
15	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (0%)	--	--	--
Total	9 (30.0%)	17 (56.7%)	4 (13.3%)	30(100%)	1.85	1.03	.65

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #10e: How helpful did you find the 'study guide' resource in this unit?

Unit	(1) Very Helpful	(2) Helpful	(3) Not Helpful	Total	Md	Mn	s.d.
1	29(56.9%)	21(41.2%)	1(02.0%)	51(100%)	--	1.45	.54
2	29(56.9%)	22(43.1%)	0(00.0%)	51(100%)	--	1.43	.50
3	46(54.8%)	38(45.2%)	0(00.0%)	84(100%)	--	1.45	.50
4	17(54.8%)	14(45.2%)	0(00.0%)	31(100%)	--	1.45	.51
5	13(46.4%)	15(53.6%)	0(00.0%)	28(100%)	--	1.54	.51
6	14(53.8%)	12(46.2%)	0(00.0%)	26(100%)	--	1.46	.51
7	7(43.8%)	9(56.3%)	0(00.0%)	16(100%)	--	1.56	.51
8	28(66.7%)	13(31.0%)	1(02.4%)	42(100%)	--	1.36	.53
9	12(63.2%)	7(36.8%)	0(00.0%)	19(100%)	--	1.37	.50
10	8(42.1%)	11(57.9%)	0(00.0%)	19(100%)	--	1.58	.51
11	7(43.8%)	7(43.8%)	2(12.5%)	16(100%)	1.64	1.69	.70
12	7(58.3%)	5(41.7%)	0(00.0%)	12(100%)	--	1.42	.52
13	13(59.1%)	8(36.4%)	1(04.5%)	22(100%)	--	1.46	.60
14	5(50.0%)	5(50.0%)	0(00.0%)	10(100%)	--	1.50	.53
15	4(44.4%)	4(55.6%)	0(00.0%)	9(100%)	--	1.56	.53
Total	239(54.8%)	192(44.0%)	5(01.1%)	436(100%)	--	1.46	.52

UNIT EVALUATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #10f: How helpful did you find the 'learning center' resource for this unit?

Unit	(1) Very Helpful	(2) Helpful	(3) Not Helpful	Total	Md	Mn	s.d.
1	2 (40.0%)	3 (60.0%)	0(00.0%)	5(100%)	--	1.60	.55
2	4 (30.8%)	9 (69.2%)	0(00.0%)	13(100%)	--	1.69	.48
3	7 (35.0%)	12 (60.0%)	1(05.0%)	20(100%)	1.75	1.70	.57
4	1(100.0%)	0 (00.0%)	0(00.0%)	1(100%)	--	1.00	.00
5	2 (50.0%)	2 (50.0%)	0(00.0%)	4(100%)	--	1.50	.58
6	2 (66.7%)	1 (33.3%)	0(00.0%)	3(100%)	--	1.33	.58
7	1 (33.3%)	2 (66.7%)	0(00.0%)	3(100%)	--	1.67	.58
8	4 (50.0%)	4 (50.0%)	0(00.0%)	8(100%)	--	1.50	.54
9	2 (33.3%)	3 (50.0%)	1(16.7%)	6(100%)	1.83	1.83	.75
10	0 (00.0%)	3(100.0%)	0(00.0%)	3(100%)	--	2.00	.00
11	0 (00.0%)	3(100.0%)	0(00.0%)	3(100%)	--	2.00	.00
12	1 (33.3%)	2 (66.7%)	0(00.0%)	3(100%)	--	1.67	.58
13	0 (00.0%)	3(100.0%)	0(00.0%)	3(100%)	--	2.00	.00
14	0 (00.0%)	1(100.0%)	0(00.0%)	1(100%)	--	2.00	.00
15	0 (00.0%)	0 (00.0%)	0(00.0%)	0 (0%)	--	--	--
Total	26 (34.2%)	48 (63.2%)	2(02.6%)	76(100%)	1.75	1.68	.52

UNIT EVAULATION FORM
INTRODUCTORY PSYCHOLOGY--FIRST OFFERING BY SUN

Item #10g: How helpful did you find the 'toll-free telephone line' resource for this unit?

Unit	(1) Very Helpful	(2) Helpful	(3) Not Helpful	Total	Md	Mn	s.d.
1	3 (42.9%)	4(57.1%)	0(0.0%)	7(100%)	--	1.57	.54
2	2 (40.0%)	3(60.0%)	0(0.0%)	5(100%)	--	1.60	.55
3	7 (30.4%)	15(65.2%)	1(4.3%)	23(100%)	1.80	1.74	.54
4	1 (50.0%)	1(50.0%)	0(0.0%)	2(100%)	--	1.50	.71
5	2 (33.3%)	4(66.7%)	0(0.0%)	6(100%)	--	1.67	.52
6	1 (33.3%)	2(66.7%)	0(0.0%)	3(100%)	--	1.67	.58
7	1(100.0%)	0(00.0%)	0(0.0%)	1(100%)	--	1.00	.00
8	3 (42.9%)	4(57.1%)	0(0.0%)	7(100%)	--	1.57	.54
9	5 (62.5%)	3(37.5%)	0(0.0%)	8(100%)	--	1.38	.52
10	1 (25.0%)	3(75.0%)	0(0.0%)	4(100%)	--	1.75	.50
11	2 (40.0%)	3(60.0%)	0(0.0%)	5(100%)	--	1.60	.55
12	1 (20.0%)	4(80.0%)	0(0.0%)	5(100%)	--	1.80	.45
13	3 (75.0%)	1(25.0%)	0(0.0%)	4(100%)	--	1.25	.50
14	0 (00.0%)	0(00.0%)	0(0.0%)	0 (0%)	--	--	--
15	0 (00.0%)	0(00.0%)	0(0.0%)	0 (0%)	--	--	--
Total	32 (40.0%)	47(58.7%)	1(1.2%)	80(100%)	1.67	1.61	.52